

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

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**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](mailto: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.

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

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

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

**TEACHER MEASURES ASSURANCES**

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

**TEACHER MEASURES**

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

**TEACHER OBSERVATION**

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

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**TEACHER GROUP 1**

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

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

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

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

**TEACHER GROUP 1: MEASURES**

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

☒ 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 1**.

The STEPS plan must utilize at least two different measures and must include observations for all teachers. Please ensure at least one standard is selected for "Teacher observation" in the table below.

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

|                             | I                                     | II                                     | III                                     | IV                                     | V                                     | VI                                     | VII                                     |
|-----------------------------|---------------------------------------|----------------------------------------|-----------------------------------------|----------------------------------------|---------------------------------------|----------------------------------------|-----------------------------------------|
| Teacher observation         | <input checked="" type="checkbox"/> I | <input checked="" type="checkbox"/> II | <input checked="" type="checkbox"/> III | <input checked="" type="checkbox"/> IV |                                       |                                        |                                         |
| Professional portfolios     |                                       |                                        |                                         |                                        |                                       |                                        |                                         |
| Surveys and feedback        |                                       |                                        |                                         |                                        |                                       |                                        |                                         |
| Goal setting and attainment |                                       |                                        |                                         |                                        | <input checked="" type="checkbox"/> V | <input checked="" type="checkbox"/> VI | <input checked="" type="checkbox"/> 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.

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**TEACHER GROUP 1: RATIONALE**

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

- Probationary teachers must be evaluated on all standards annually.
- Tenured teachers must be evaluated on all standards across an annual or multi-year evaluation cycle.

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | <p><b>RATIONALE</b></p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.</li> </ul>                                                                                                                                                                                                                                                                |
| Standard I: Knowledge of Students and Student Learning       | <p>Marcellus Central School District chose an observation to evaluate Standard 1: Knowledge of Students and Student Learning, specifically focusing on performance indicators such as "The teacher demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught" and "The teacher designs and implements instruction that is appropriate for students' cognitive, social, and emotional development." The announced nature allows teachers to prepare a lesson that specifically showcases their strengths in these areas, offering a clear snapshot of their highest level of performance. In addition, this will be useful because an observation allows a teacher to describe their process for designing a lesson based on the developmental characteristics of the students, how a lesson is differentiated to meet all learning needs, explain their instructional decisions based on current research, and explain their choice of instructional tools.</p> |
| Standard II: Knowledge of Content and Instructional Planning | <p>Marcellus Central School District chose an observation to evaluate Standard 2: Knowledge of Content and Instructional Planning, focusing on performance indicators such as "The teacher uses knowledge of students' varied approaches to learning, prior experiences, and interests to plan and implement instruction" and "The teacher differentiates instruction to meet students' diverse needs." This will be useful because an announced observation provides a direct and authentic view of how teachers actively implement differentiated strategies and adapt their instruction to cater to the diverse learning styles and needs present in their classroom. It allows evaluators to witness firsthand the creation of an inclusive learning environment, the connection between content and students' life experiences, alignment to the standards, effective use of current events, and organize a learning environment.</p>                                                                                |
| Standard III: Instructional Practice                         | <p>Marcellus Central School District chose an observation to evaluate Standard 3: Instructional Practice, specifically focusing on performance indicators such as "The teacher plans instruction to achieve clear learning objectives" and "The teacher uses a variety of instructional strategies and resources to engage students in learning." This will be useful because an observation provides a</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p><b>RATIONALE</b></p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                             | <p>direct and holistic view of how a teacher translates planning into practice, demonstrating their ability to sequence lessons logically, manage classroom time effectively, and employ diverse pedagogical techniques. It allows evaluators to observe the actual delivery of instruction, assessing engagement strategies and the alignment of activities with learning objectives in real-time. The announced nature also provides an opportunity for teachers to showcase their best practices in lesson design and execution.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Standard IV: Learning Environment           | <p>Marcellus Central School District chose an observation to evaluate Standard 4: Learning Environment, specifically focusing on performance indicators such as "The teacher establishes and maintains a safe, respectful, and inclusive learning environment" and "The teacher manages student behavior effectively to maximize instructional time." This will be useful because an announced formal observation provides direct evidence of a teacher's ability to create and sustain a positive and productive classroom atmosphere, allowing evaluators to witness firsthand how routines are established, expectations are communicated, and student interactions are managed. It offers real-time insight into the teacher's use of proactive strategies to foster a supportive climate and minimize disruptions, which are best assessed through live interaction. The announced nature also allows the teacher to demonstrate their most effective classroom management and community-building techniques.</p>                                                                                                                                                 |
| Standard V: Assessment for Student Learning | <p>Marcellus Central School District chose SMART Goals to evaluate probationary teachers' progress toward Standard 5: Assessment for Student Learning. This standard emphasizes that "Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction." This will be useful because SMART goals require teachers to design, select, and use a range of assessment tools and processes to measure and document student learning and growth in a Specific, Measurable, Achievable, Relevant, and Time-bound manner. Furthermore, the process encourages teachers to understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction, ensuring a deliberate and data-driven approach to improving their assessment practices throughout their probationary period. This measure was chosen because it captures the research and decision-making teachers generally perform outside of an in person classroom observation. These decisions lead to highly effective lesson plans, which have the greatest impact on student learning.</p> |
| Standard VI: Professional                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | <p><b>RATIONALE</b></p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Responsibilities and Collaboration | <p>Marcellus Central School District chose SMART Goals to evaluate probationary teachers' progress toward Standard 6: Professional Responsibilities and Collaboration. This standard states that "Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning." This will be useful because SMART goals compel teachers to uphold professional standards of practice by setting clear, measurable targets for their collaborative efforts with colleagues, families, and the community. This process encourages teachers to actively engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning, providing a structured framework for them to track and demonstrate their contributions to the broader school environment and student success. This measure was chosen because it captures the research and decision-making teachers generally perform outside of an in person classroom observation. These decisions lead to highly effective professional learning, which increases student achievement.</p> |
| Standard VII: Professional Growth  | <p>Marcellus Central School District chose SMART Goals to evaluate probationary teachers' progress toward Standard 7: Professional Growth. This standard mandates that "Teachers set informed goals and strive for continuous professional growth." This will be useful because SMART goals enable teachers to reflect on their practice to improve instructional effectiveness by setting Specific, Measurable, Achievable, Relevant, and Time-bound objectives for their ongoing professional development. This process empowers probationary teachers to proactively engage in opportunities for professional growth and development and fosters a deliberate approach to continually improving their teaching competencies. This measure was chosen because it captures the professional learning teachers generally perform outside of an in person classroom observation.</p>                                                                                                                                                                                                                                                                                                   |

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**GOAL SETTING AND ATTAINMENT: TEACHER GROUP 1**

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 1.**

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

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

- ☒ Student performance data
- ☒ Observations

**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.

SMART Goal Template\_ STEPS 1.pdf

**Goal Setting and Evaluation**

|  | WHO WILL SET GOALS FOR TEACHERS?<br><i>Please select all that apply.</i>                                        | WHO WILL MONITOR GOAL PROGRESS?<br><i>Please select all that apply.</i>                                         | WHO WILL EVALUATE GOAL ATTAINMENT?<br><i>Please select all that apply.</i> | HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED? |
|--|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------|
|  | <input checked="" type="checkbox"/> Teacher (self-determined)<br><input checked="" type="checkbox"/> Supervisor | <input checked="" type="checkbox"/> Teacher (self-monitoring)<br><input checked="" type="checkbox"/> Supervisor | <input checked="" type="checkbox"/> 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.***

Each teacher will be rated on each of the components of the SMART Goals template (uploaded in the question above). The responses will be scored using levels 1-4. Level one will represent incomplete or inaccurate responses, Level 2 responses will be characterized as

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complete, but lacking specific examples or strategies that increase student learning or professional development goals, Level 3 responses will be complete, accurate, and the teacher includes a few specific examples or strategies to improve student outcomes and teacher growth, and Level 4 responses will be insightful citing several specific examples or strategies to improve student outcomes and teacher growth. In addition, Level responses will include possible root causes for the data, specific action steps the teacher will take to improve, and it will include a plan to share the findings with colleagues, families, and administration.

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**TEACHER OBSERVATION: TEACHER GROUP 1**

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

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

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

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

Danielson's Framework for Teaching (2013 Revised Edition)

**Observation Process**

|  | WHO WILL CONDUCT OBSERVATIONS?<br><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?<br><ul style="list-style-type: none"><li>• <u>Formal observations</u> may include classroom observations and pre- and post-observation activities.</li><li>• <u>Informal observations</u> may include walk-through observations.</li></ul> <i>Please select all that apply.</i> | WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS?<br><i>Please select all that apply.</i> |
|--|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|  | <input checked="" type="checkbox"/> Supervisor<br><input checked="" type="checkbox"/> Administrator | 2                                                                    | <input checked="" type="checkbox"/> Formal, announced<br><input checked="" type="checkbox"/> Informal, announced                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> In person                                                 |

**Observation Scoring**

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

**HOW ARE TEACHER OBSERVATIONS SCORED?**

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

The evaluator will collect evidence during the observation process and then using the Danielson Rubric will rate the evidence. Each standard will receive a score of Level 1, 2, 3 or 4 based on the language of the rubric.

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**TEACHER GROUP 2**

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

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

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

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

**TEACHER GROUP 2: MEASURES**

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

☒ Professional portfolios

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the NYS Teaching Standards for **TEACHER GROUP 2**.

The STEPS plan must utilize at least two different measures and must include observations for all teachers. Please ensure at least one standard is selected for "Teacher observation" in the table below.

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

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

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

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

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**TEACHER GROUP 2: RATIONALE**

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

- Probationary teachers must be evaluated on all standards annually.
- Tenured teachers must be evaluated on all standards across an annual or multi-year evaluation cycle.

|                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                              | <p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.</li> </ul>                                                                                                                                                                                                                                                                       |
| Standard I: Knowledge of Students and Student Learning       | <p>Marcellus Central School District chose an observation to evaluate Standard 1: Knowledge of Students and Student Learning, specifically focusing on performance indicators such as "The teacher demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) taught" and "The teacher designs and implements instruction that is appropriate for students' cognitive, social, and emotional development." The announced nature allows teachers to prepare a lesson that specifically showcases their strengths in these areas, offering a clear snapshot of their highest level of performance. In addition, this will be useful because an observation allows a teacher to describe their process for designing a lesson based on the developmental characteristics of the students, how a lesson is differentiated to meet all learning needs, explain their instructional decisions based on current research, and explain their choice of instructional tools.</p> |
| Standard II: Knowledge of Content and Instructional Planning | <p>Marcellus Central School District chose an observation to evaluate Standard 2: Knowledge of Content and Instructional Planning, focusing on performance indicators such as "The teacher uses knowledge of students' varied approaches to learning, prior experiences, and interests to plan and implement instruction" and "The teacher differentiates instruction to meet students' diverse needs." This will be useful because an observation provides a direct and authentic view of how teachers actively implement differentiated strategies and adapt their instruction to cater to the diverse learning styles and needs present in their classroom. It allows evaluators to witness firsthand the creation of an inclusive learning environment, the connection between content and students' life experiences, alignment to the standards, effective use of current events, and organize a learning environment.</p>                                                                                          |
| Standard III: Instructional Practice                         | <p>Marcellus Central School District chose an observation to evaluate Standard 3: Instructional Practice, specifically focusing on performance indicators such as "The teacher plans instruction to achieve clear learning objectives" and "The teacher uses a variety of instructional strategies and resources to engage students in learning." This will be useful because an observation provides a direct and holistic view of how a teacher translates planning into practice, demonstrating their ability</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                             | <p><b>RATIONALE</b></p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                             | to sequence lessons logically, manage classroom time effectively, and employ diverse pedagogical techniques. It allows evaluators to observe the actual delivery of instruction, assessing engagement strategies and the alignment of activities with learning objectives in real-time. The announced nature also provides an opportunity for teachers to showcase their best practices in lesson design and execution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Standard IV: Learning Environment           | Marcellus Central School District chose an observation to evaluate Standard 4: Learning Environment, specifically focusing on performance indicators such as "The teacher establishes and maintains a safe, respectful, and inclusive learning environment" and "The teacher manages student behavior effectively to maximize instructional time." This will be useful because an announced formal observation provides direct evidence of a teacher's ability to create and sustain a positive and productive classroom atmosphere, allowing evaluators to witness firsthand how routines are established, expectations are communicated, and student interactions are managed. It offers real-time insight into the teacher's use of proactive strategies to foster a supportive climate and minimize disruptions, which are best assessed through live interaction. The announced nature also allows the teacher to demonstrate their most effective classroom management and community-building techniques.                                                                                                                                                                                                                                                          |
| Standard V: Assessment for Student Learning | Marcellus Central School District chose a Professional Portfolio to evaluate tenured teachers' progress toward Standard 5: Assessment for Student Learning. This standard emphasizes that "Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction." This will be useful because a Professional Portfolio encourages deep self-reflection and continuous professional growth. By curating artifacts of their teaching practice—such as lesson plans, student work samples, assessments, and reflections, educators gain a deeper understanding of their strengths and areas for development. Secondly, unlike a single observation or test score, a well-constructed portfolio presents a comprehensive picture of an educator's skills, knowledge, and impact on student learning. This evidence can be invaluable for summative evaluations, tenure reviews, and demonstrating mastery of the standards to administrators, colleagues, and even parents. Finally, it allows educators to showcase their accomplishments and pedagogical approaches in a structured and compelling manner. It also facilitates meaningful conversations with mentors and evaluators, moving beyond anecdotal |

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|                                                              | <p><b>RATIONALE</b></p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> <li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li> <li>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                              | evidence to concrete examples of effective practice. This measure was chosen because it captures the professional learning teachers generally perform outside of an in person classroom observation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Standard VI: Professional Responsibilities and Collaboration | <p>Marcellus Central School District chose a Professional Portfolio to evaluate a tenured teachers' progress toward Standard 6: Professional Responsibilities and Collaboration. This standard states that "Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning." A professional portfolio will be useful because it provides concrete evidence of an educator's engagement with their professional community. A portfolio allows teachers to document their participation in school-wide initiatives, collaborative planning with colleagues, contributions to professional learning communities, and involvement in committees. Secondly, it showcases an educator's commitment to effective communication and collaboration with families and the wider community. The portfolio can contain artifacts like communication logs, parent workshop materials, community partnership projects, or evidence of outreach efforts, illustrating how teachers build strong relationships beyond the classroom. Finally, the process of assembling such a portfolio fosters intentional reflection on professional conduct and ethical practice. By gathering and reflecting on items that demonstrate "uphold[ing] professional standards of practice" and performing "non-instructional duties in accordance with school district guidelines," educators are prompted to critically examine their contributions to the school's overall mission. This measure was chosen because it captures the professional learning teachers generally perform outside of an in person classroom observation.</p> |
| Standard VII: Professional Growth                            | <p>Marcellus Central School District chose a Professional Portfolio to evaluate a tenured teachers' progress toward Standard 7: Professional Growth. This standard mandates that "Teachers set informed goals and strive for continuous professional growth." This will be useful because it compels educators to engage in purposeful self-assessment and goal-setting. Standard 7 states, "Teachers set informed goals and strive for continuous professional growth," and a portfolio requires teachers to gather evidence that directly reflects their efforts to "reflect on their practice to improve instructional effectiveness" and "engage in opportunities for professional growth and development." Secondly, a portfolio provides tangible documentation of an educator's learning journey and skill acquisition. It allows teachers to showcase the knowledge and skills gained from workshops, conferences, advanced coursework, or self-directed study, linking these experiences directly to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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

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Page Last Modified: 08/29/2025

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"><li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li><li>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?</li><li>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.</li></ul> |
|  | <p>improvements in their teaching practice. Finally, it serves as a powerful tool for demonstrating commitment to lifelong learning and adaptability. In an ever-evolving educational landscape, a portfolio aligned with Standard 7 vividly illustrates an educator's dedication to staying current with best practices, educational research, and technological advancements. This measure was chosen because it captures the professional learning teachers generally perform outside of an in person classroom observation.</p>                                                                                                                                                                                                             |

**Are there additional group(s) of teachers that have not been addressed on this and previous pages?**☒ No, all teachers have been addressed in the information that has been entered.

**Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only****PART 2. TEACHER GROUP 2 - 2B-2. Professional Portfolios**

Page Last Modified: 11/07/2025

**PROFESSIONAL PORTFOLIOS: TEACHER GROUP 2**

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

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

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

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

*Please select all that apply.*

- |                                                                 |                                                                          |
|-----------------------------------------------------------------|--------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Personal statement          | <input checked="" type="checkbox"/> Student assessments and/or artifacts |
| <input checked="" type="checkbox"/> Reflective writing          | <input checked="" type="checkbox"/> Data analysis                        |
| <input checked="" type="checkbox"/> Curriculum                  | <input checked="" type="checkbox"/> Professional learning activities     |
| <input checked="" type="checkbox"/> Learning objectives         | <input checked="" type="checkbox"/> Stakeholder communications           |
| <input checked="" type="checkbox"/> Differentiated lesson plans | <input checked="" type="checkbox"/> Evidence of collaboration with other |
| <input checked="" type="checkbox"/> Assignments and rubrics     | educators/student support personnel                                      |

**Professional Portfolio Evaluation**

|  |                                                                                    |                                                              |
|--|------------------------------------------------------------------------------------|--------------------------------------------------------------|
|  | WHO WILL EVALUATE PROFESSIONAL PORTFOLIOS?<br><i>Please select all that apply.</i> | HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?                 |
|  | <input checked="" type="checkbox"/> Supervisor                                     | Portfolios will be evaluated 2x during the observation cycle |

**Professional Portfolio Scoring**

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

**HOW ARE PORTFOLIOS SCORED?**

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

Each teacher will be rated on the components Domain 4, which align to NYS Teaching Standards 5,6 & 7.

*If applicable, upload scoring-related documentation.*

Marcellus Portfolio Rubric Final Edition - Google Docs.pdf

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

Page Last Modified: 07/01/2025

**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?**

Danielson's Framework for Teaching (2013 Instructionally Focused Edition)

**Observation Process**

|  | WHO WILL CONDUCT OBSERVATIONS?<br><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?<br><ul style="list-style-type: none"><li>• <u>Formal observations</u> may include classroom observations and pre- and post-observation activities.</li><li>• <u>Informal observations</u> may include walk-through observations.</li></ul> <i>Please select all that apply.</i> | WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS?<br><i>Please select all that apply.</i> |
|--|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|  | <input checked="" type="checkbox"/> Supervisor<br><input checked="" type="checkbox"/> Administrator | 2                                                                    | <input checked="" type="checkbox"/> Formal, announced<br><input checked="" type="checkbox"/> Informal, announced                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> In person                                                 |

**Observation Scoring**

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

**HOW ARE TEACHER OBSERVATIONS SCORED?**

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

The evaluator will collect evidence during the observation process and then using the Danielson Rubric will rate the evidence. Each standard will receive a score of Level 1, 2, 3 or 4 based on the language of the rubric.

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

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Page Last Modified: 11/07/2025

**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.**

Welcoming & Affirming Environment will be aligned with Measure 1: Observation (announced formal and walkthrough). The evidence will be used to assist our MTSS Team in selecting, implementing, and supporting a Social Emotional Learning curriculum for UPK-12 students. The evidence will help us to prioritize our greatest areas of growth and compare that to each of the possible curriculum choices to inform our decision. The MTSS Team will also use the data in conjunction with chronic absenteeism to determine trends and develop strategies for tiered interventions.

High Expectations & Rigorous Instruction will be aligned with Measure 1: Observation (announced formal and walkthrough). Teachers will actively participate in regular data-driven decision making sessions using the Data Wise Protocol. Staff will be expected to identify areas of growth and work collaboratively to implement tiered strategies to meet the needs of all learners. Time will be given to teachers on a weekly or monthly basis, on staff development days, and during the summer.

Inclusive Curriculum & Assessment will be aligned with Measure 1: Observation (announced formal and walkthrough) and Measure 2: Portfolio (tenured) and SMART Goal (probationary). The teachers will provide/discuss evidence of differentiated assessment that allows students to demonstrate their learning in multiple ways, differentiated lesson plans based on the profile of students, and how the data has changed their instructional practice. One example of how the district will support inclusive assessment & curriculum is to support and expand our Independent Studies Course, which pairs students with community agencies to explore career interests, creates collaboration. During the Measure 2 conferences, teachers and observers will collect suggestions for professional learning that will enhance instruction. The data will be given to the Professional Learning Plan coordinator and the topics will be prioritized for upcoming professional development days, to make decisions on release time for the purpose of professional conferences/learning opportunities, and the allocation of summer work hours to continue the learning experiences. Examples may include follow up training on the Science of Reading, supporting mental health, Portrait of a Graduate planning, NYS testing data analysis, and developing additional Career & between school buildings/classrooms across the district, and fosters partnerships with the community such as a Career Fair. In addition, these experiences help students to develop strong communication, research, social, and self-reflection skills.

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

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Ongoing Professional Learning Support will be aligned to Measure 2: Portfolio (tenured) and SMART Goal (probationary). During the Measure 2 conferences, teachers and observers will collect suggestions for professional learning that will enhance instruction. The data will be given to the Professional Learning Plan coordinator and the topics will be prioritized for upcoming professional development days, to make decisions on release time for the purpose of professional conferences/learning opportunities, and the allocation of summer work hours to continue the learning experiences. Examples may include follow up training on the Science of Reading, supporting mental health, Portrait of a Graduate planning, NYS testing data analysis, and developing additional Career & Technology Education pathways. The district will use the annual evaluation ratings, the end-of-cycle data, and the informal data collected during teacher evaluation meetings to update our district's Professional Learning Plan. This plan is used to identify professional learning experiences that our teachers need to create an equitable learning experience for all students. The topics offered will support the CR-S principles. Some examples of this work will be using data to identify groups of students who may be struggling and incorporate strategies into Tier 1 instruction that will enhance academic excellence, creating partnerships with a local Community Schools Coser to provide a poverty simulation, and strengthening our MTSS Tier 2 & 3 interventions by aligning curriculum and human resources. In addition, the district will use the data to prioritize the out-of-district conferences that support the CR-S Framework such as partnering with our local BOCES to provide specialized training for teachers and teaching assistants on how to support the social emotional needs of all students, increasing services from local partners who provide mental health services, and how to evaluate and select culturally responsive curriculum materials for rigorous core instruction. Finally, the data will be used to evaluate the effectiveness of our Blueprint for Excellence Strategic Plan. The evaluation will focus on the first two areas of our strategic plan: Academic Excellence with a goal of collaborating to support academic excellence by utilizing a UPK-12 curriculum that blends academics, career exploration, and social responsibility and the Student Experience with a goal of educating all students in a culturally responsive and inclusive manner to meet their diverse physical, emotional and learning needs.

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

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**PROFESSIONAL LEARNING AND GROWTH**

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

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

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

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**Assurances**

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

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

**Goal Setting Process**

**Who determines professional learning goals for teachers?**

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

- ☒ **District leadership**
- ☒ **Building leadership**
- ☒ **Supervisor**
- ☒ **Self-identified**
- ☒ **Professional learning plan committee**

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

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

- ☒ **Building level**
- ☒ **Grade level**
- ☒ **Content groups**

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

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

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

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

**What qualitative and/or quantitative data or information sources does your LEA review to determine teacher and/or student needs?*****Please select all that apply.***

- ☒ Formative/summative assessment data
- ☒ Observation notes
- ☒ 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

**Assessing Impact****How will the LEA determine whether teachers feel supported by the professional learning provided?*****Please select all that apply.***

- ☒ Informal/formal conversations

**How will the LEA determine if professional learning opportunities provided are effective in improving teacher practice and student outcomes?*****Please select all that apply.***

- ☒ Formal or informal observations of new learning being implemented
- ☒ Student learning outcomes

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

- ☒ LEA will 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.

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

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

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

Marcellus TSPTemplate.pdf

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

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Page Last Modified: 06/17/2025

**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.***

- ☒ Inter-rater reliability is addressed during annual training
- ☒ Not applicable; the STEPS plan does not include more than one evaluator

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

- ☒ Assure that the evaluator is calibrated to the measuring instrument(s) through the training process.

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

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**TEACHER EVALUATION SCORING: ASSURANCES**

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

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

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

**TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS**

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

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

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

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

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

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

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

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| Which teachers does this information apply to?                                                                                                                                       | <b>PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW</b>                                                                                                        | HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?                                                                           | <p>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.</p> <p>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</p> <p>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</p> <p>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</p> <p>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</p>                                                                                                                                                                                                                                                                                                                                                                           |         |                                   |                            |                    |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------|----------------------------|--------------------|--|--|--|--|
| <input checked="" type="checkbox"/> All teachers<br><input type="checkbox"/> Teacher group 1<br><input type="checkbox"/> Teacher group 2<br><input type="checkbox"/> Teacher group 3 | <input checked="" type="checkbox"/> All standards, I-VII<br><input checked="" type="checkbox"/> Standard I<br><input checked="" type="checkbox"/> Standard II<br><input checked="" type="checkbox"/> Standard III | <input checked="" type="checkbox"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4. | <p><u>Final Composite Rating</u></p> <p>Where applicable and practicable, tenured teachers will be provided at the end of every school year, the rating for either Measure 1 or Measure 2, depending on which Group they have been assigned and the Measure being assessed in any particular school year. At the end of the four year cycle, teachers will be provided with the composite rating of <b>Measure 1</b> (formal observation) and <b>Measure 2</b> (choice) over the four year cycle. Non-tenured teachers will be provided with the composite rating of <b>Measure 1</b> (observation) and <b>Measure 2</b> (SMART Goal) yearly. A teacher's overall composite rating shall be determined using the table below</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>New York State Teaching Standards</th> <th>Danielson Rubric Crossover</th> <th>Weight Calculation</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="height: 100px;"></td> </tr> </tbody> </table> | Measure | New York State Teaching Standards | Danielson Rubric Crossover | Weight Calculation |  |  |  |  |
| Measure                                                                                                                                                                              | New York State Teaching Standards                                                                                                                                                                                 | Danielson Rubric Crossover                                                                                                  | Weight Calculation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |                                   |                            |                    |  |  |  |  |
|                                                                                                                                                                                      |                                                                                                                                                                                                                   |                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                                   |                            |                    |  |  |  |  |

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

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

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|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------|-----|
| Which teachers does this information apply to?                                                                                   | <b>PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW</b>                                                    | HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?        | <p><i>If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.</i></p> <p><i>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</i></p> <p><i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i></p> <p><i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</i></p> <p><i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i></p>                                                 |  |  |  |                                                                                                              |                                                                                                                                                               |                |     |                                                                                                                                  |                                                                                                                      |          |     |
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| Measure #1:<br><b>Formal Observation (40 minutes)</b><br><b>Timeframe: Completed October 1 to April 30th</b>                     | 1, 2, 3, 4<br>Knowledge of Students and Student Learning<br>Knowledge of Content and Instructional Planning<br>Instructional Practice<br>Learning Environment | Domain 1, 2, 3                                           | 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |                                                                                                              |                                                                                                                                                               |                |     |                                                                                                                                  |                                                                                                                      |          |     |
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| <input checked="" type="checkbox"/> All teachers                                                                                 | <input checked="" type="checkbox"/> Standard V                                                                                                                | <input checked="" type="checkbox"/> (A) This standard is | <u>Final Composite Rating</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |                                                                                                              |                                                                                                                                                               |                |     |                                                                                                                                  |                                                                                                                      |          |     |

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

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

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| Which teachers does this information apply to?                                                                                   | PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW | HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?                  | <p>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.</p> <p>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</p> <p>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</p> <p>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</p> <p>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</p>                                                                                                                                                                                                                                                                                                                                      |         |                                   |                            |                    |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------|----------------------------|--------------------|--|--|--|--|
| <input type="checkbox"/> Teacher group 1<br><input type="checkbox"/> Teacher group 2<br><input type="checkbox"/> Teacher group 3 | <input checked="" type="checkbox"/> Standard VI<br><input checked="" type="checkbox"/> Standard VII | evaluated using only one measure, which results in a score of 1-4. | <p>Where applicable and practicable, tenured teachers will be provided at the end of every school year, the rating for either Measure 1 or Measure 2, depending on which Group they have been assigned and the Measure being assessed in any particular school year. At the end of the four year cycle, teachers will be provided with the composite rating of <b>Measure 1</b> (formal observation) and <b>Measure 2</b> (choice) over the four year cycle. Non-tenured teachers will be provided with the composite rating of <b>Measure 1</b> (observation) and <b>Measure 2</b> (SMART Goal) yearly. A teacher's overall composite rating shall be determined using the table below</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>New York State Teaching Standards</th> <th>Danielson Rubric Crossover</th> <th>Weight Calculation</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="height: 100px;"></td> </tr> </tbody> </table> | Measure | New York State Teaching Standards | Danielson Rubric Crossover | Weight Calculation |  |  |  |  |
| Measure                                                                                                                          | New York State Teaching Standards                                                                   | Danielson Rubric Crossover                                         | Weight Calculation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |                                   |                            |                    |  |  |  |  |
|                                                                                                                                  |                                                                                                     |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |                                   |                            |                    |  |  |  |  |

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

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

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|                                                                                                                                            |                                                                                                                                                                    |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |                                                                                                                        |                                                                                                                                                                    |                |     |                                                                                                                                            |                                                                                                                      |          |     |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------|-----|
| Which teachers does this information apply to?                                                                                             | <b>PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW</b>                                                         | HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?                                                             | <p><i>If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.</i></p> <p><i>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</i></p> <p><i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i></p> <p><i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</i></p> <p><i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i></p>                                                                             |  |  |  |                                                                                                                        |                                                                                                                                                                    |                |     |                                                                                                                                            |                                                                                                                      |          |     |
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| Measure #1:<br><b>Formal Observation (40 minutes)</b><br><b>Timeframe:</b><br><b>Completed October 1 to April 30th</b>                     | 1, 2, 3, 4<br>Knowledge of 3<br>Students and Student Learning<br>Knowledge of Content and Instructional Planning<br>Instructional Practice<br>Learning Environment | Domain 1, 2, 3                                                                                                | 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |                                                                                                                        |                                                                                                                                                                    |                |     |                                                                                                                                            |                                                                                                                      |          |     |
| Measure #2:<br><b>Portfolio</b><br><b>Timeframe:</b><br><b>Check in non-rating year</b><br><b>Rating year rating completed by May 30th</b> | 5, 6, 7<br>Assessment for Student Learning<br>Professional Responsibilities and Collaboration<br>Professional Growth                                               | Domain 4                                                                                                      | 20%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |                                                                                                                        |                                                                                                                                                                    |                |     |                                                                                                                                            |                                                                                                                      |          |     |
| <input type="checkbox"/> All teachers<br><input type="checkbox"/> Teacher group 1                                                          | <input checked="" type="checkbox"/> Standard V<br><input checked="" type="checkbox"/> Standard VI<br><input checked="" type="checkbox"/> Standard VII              | <input checked="" type="checkbox"/> (A) This standard is evaluated using only one measure, which results in a | <p><u>Final Composite Rating</u></p> <p>Where applicable and practicable, tenured teachers will be provided at the end of every school year, the rating for</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |  |                                                                                                                        |                                                                                                                                                                    |                |     |                                                                                                                                            |                                                                                                                      |          |     |

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

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

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| Which teachers does this information apply to?                                                  | PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW                                               | HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED? | <p>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.</p> <p>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</p> <p>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</p> <p>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</p> <p>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |                                   |                            |                    |                                                                                                 |                                                                                                                                                   |                |     |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------|----------------------------|--------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
| <input checked="" type="checkbox"/> Teacher group 2<br><input type="checkbox"/> Teacher group 3 |                                                                                                                                                   | score of 1-4.                                     | <p>either Measure 1 or Measure 2, depending on which Group they have been assigned and the Measure being assessed in any particular school year. At the end of the four year cycle, teachers will be provided with the composite rating of <b>Measure 1</b> (formal observation) and <b>Measure 2</b> (choice) over the four year cycle. Non-tenured teachers will be provided with the composite rating of <b>Measure 1</b> (observation) and <b>Measure 2</b> (SMART Goal) yearly. A teacher's overall composite rating shall be determined using the table below</p> <table border="1"> <thead> <tr> <th>Measure</th> <th>New York State Teaching Standards</th> <th>Danielson Rubric Crossover</th> <th>Weight Calculation</th> </tr> </thead> <tbody> <tr> <td>Measure #1: <b>Formal Observation (40 minutes) Timeframe: Completed October 1 to April 30th</b></td> <td>1, 2, 3, 4 Knowledge of Students and Student Learning Knowledge of Content and Instructional Planning Instructional Practice Learning Environment</td> <td>Domain 1, 2, 3</td> <td>80%</td> </tr> </tbody> </table> | Measure | New York State Teaching Standards | Danielson Rubric Crossover | Weight Calculation | Measure #1: <b>Formal Observation (40 minutes) Timeframe: Completed October 1 to April 30th</b> | 1, 2, 3, 4 Knowledge of Students and Student Learning Knowledge of Content and Instructional Planning Instructional Practice Learning Environment | Domain 1, 2, 3 | 80% |
| Measure                                                                                         | New York State Teaching Standards                                                                                                                 | Danielson Rubric Crossover                        | Weight Calculation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |                                   |                            |                    |                                                                                                 |                                                                                                                                                   |                |     |
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**Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only****PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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|                                                |                                                                                                            |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                |          |     |
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|                                                |                                                                                                            |                                                   | Measure #2:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5, 6, 7        | Domain 4 | 20% |
|                                                |                                                                                                            |                                                   | <b>Portfolio</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment     |          |     |
|                                                |                                                                                                            |                                                   | <b>Timeframe:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | for Student    |          |     |
|                                                |                                                                                                            |                                                   | <b>Check in</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Learning       |          |     |
|                                                |                                                                                                            |                                                   | <b>non-rating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Professional   |          |     |
|                                                |                                                                                                            |                                                   | <b>year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Responsibiliti |          |     |
|                                                |                                                                                                            |                                                   | <b>Rating year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | es and         |          |     |
|                                                |                                                                                                            |                                                   | <b>rating</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Collaboration  |          |     |
|                                                |                                                                                                            |                                                   | <b>completed</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Professional   |          |     |
|                                                |                                                                                                            |                                                   | <b>by May 30th</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Growth         |          |     |

**TEACHER EVALUATION SCORING: OVERALL RATING**

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

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

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

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

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

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

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| Which teachers does this information apply to?                                                                                                                                       | HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?<br><br><i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                            |                                   |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------|----------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------|-----|--|--|
| <input checked="" type="checkbox"/> All teachers<br><input type="checkbox"/> Teacher group 1<br><input type="checkbox"/> Teacher group 2<br><input type="checkbox"/> Teacher group 3 | <b>Final Composite Rating</b><br><br>Where applicable and practicable, tenured teachers will be provided at the end of every school year, the rating for either Measure 1 or Measure 2, depending on which Group they have been assigned and the Measure being assessed in any particular school year. At the end of the four year cycle, teachers will be provided with the composite rating of <b>Measure 1</b> (formal observation) and <b>Measure 2</b> (choice) over the four year cycle. Non-tenured teachers will be provided with the composite rating of <b>Measure 1</b> (observation) and <b>Measure 2</b> (SMART Goal) yearly.<br><br>A teacher's overall composite rating shall be determined using the table below                                                                                                                                                                                                                                                                                                                |                            |                                   |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
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| Measure                                                                                                                                                                              | New York State Teaching Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Danielson Rubric Crossover | Weight Calculation                |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
| Measure #1: <b>Formal Observation (40 minutes)</b><br><b>Timeframe:</b><br><b>Completed October 1 to April 30th</b>                                                                  | 1, 2, 3, 4<br>Knowledge of Students and Student Learning<br>Knowledge of Content and Instructional Planning<br>Instructional Practice<br>Learning Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Domain 1, 2, 3             | 80%                               |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
| Measure #2: <b>Portfolio</b><br><b>Timeframe:</b><br><b>Check in non-rating year</b><br><b>Rating year rating completed by May 30th</b>                                              | 5, 6, 7<br>Assessment for Student Learning<br>Professional Responsibilities and Collaboration<br>Professional Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Domain 4                   | 20%                               |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
|                                                                                                                                                                                      | <b>Total Final Score Composite Calculation</b><br><br>For Non-Tenured Yearly & Tenured Teachers at the end of the four year cycle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                            |                                   |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
|                                                                                                                                                                                      | <table border="1"> <thead> <tr> <th>Measure</th> <th>Total Possible Score</th> <th>Final Score</th> <th>Total Possible</th> </tr> </thead> <tbody> <tr> <td>Measure #1: <b>Formal Observation</b></td> <td>8/8</td> <td>80%</td> <td>9.6</td> </tr> <tr> <td>Measure #2: <b>Portfolio</b></td> <td>4/4</td> <td>20 % of RATING</td> <td>2.4</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Measure                    | Total Possible Score              | Final Score                | Total Possible     | Measure #1: <b>Formal Observation</b>                                                                               | 8/8                                                                                                                                                           | 80%            | 9.6 | Measure #2: <b>Portfolio</b>                                                                                                            | 4/4                                                                                                                  | 20 % of RATING | 2.4 |  |  |
| Measure                                                                                                                                                                              | Total Possible Score                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Final Score                | Total Possible                    |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
| Measure #1: <b>Formal Observation</b>                                                                                                                                                | 8/8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 80%                        | 9.6                               |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |
| Measure #2: <b>Portfolio</b>                                                                                                                                                         | 4/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20 % of RATING             | 2.4                               |                            |                    |                                                                                                                     |                                                                                                                                                               |                |     |                                                                                                                                         |                                                                                                                      |                |     |  |  |

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

Page Last Modified: 08/29/2025

|                                                |                                                                                                                                                                                                                     |                                  |                      |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------|
| Which teachers does this information apply to? | HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?<br><br><i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i> |                                  |                      |
|                                                | <b>TOTALS:</b>                                                                                                                                                                                                      | <b>12 TOTAL</b>                  | <b>100%</b>          |
|                                                |                                                                                                                                                                                                                     |                                  |                      |
|                                                | <u>COMPOSITE RATING OVERALL SCORE BANDS</u>                                                                                                                                                                         |                                  |                      |
|                                                | <b>Level</b>                                                                                                                                                                                                        | <b>OVERALL RATING</b>            | <b>MEANING</b>       |
|                                                | 4                                                                                                                                                                                                                   | 9.0-12.00                        | Exceeds Expectations |
|                                                | 3                                                                                                                                                                                                                   | 5.90-8.90                        | Meets Expectations   |
| 2                                              | 2.80-5.80                                                                                                                                                                                                           | Partially Meets Expectations     |                      |
| 1                                              | 0-2.79                                                                                                                                                                                                              | Significantly Below Expectations |                      |

**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: 08/28/2025

**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?<br><i>If an applicable rating will be provided in multiple years, please select all that apply.</i> |
| Standard I: Knowledge of Students and Student Learning       | <input checked="" type="checkbox"/> Year 1 of evaluation cycle                                                                                                                              |
| Standard II: Knowledge of Content and Instructional Planning | <input checked="" type="checkbox"/> Year 1 of evaluation cycle                                                                                                                              |
| Standard III: Instructional Practice                         | <input checked="" type="checkbox"/> Year 1 of evaluation cycle<br><input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                            |
| Standard IV: Learning Environment                            | <input checked="" type="checkbox"/> Year 1 of evaluation cycle<br><input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                            |
| Standard V: Assessment for Student Learning                  | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                              |
| Standard VI: Professional Responsibilities and Collaboration | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                              |
| Standard VII: Professional Growth                            | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                              |
| 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 a subset of tenured teachers.

**Please indicate the subset of tenured teachers the information above applies to.**

Marcellus CSD has determined that this subset of teachers (Group A) will have a formal observation in Year 1. The formal observation will rate New York Teaching Standards 1-4. The scores for each standard will be reviewed with the teachers in Group A. In addition, the scores from year 1 will become part of the composite score at the end of the cycle.

**Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only****PART 4. TEACHER EVALUATION SCORING - 4B-2. Tenured Teacher Evaluation Schedule**

Page Last Modified: 08/28/2025

**TENURED TEACHER EVALUATION SCHEDULE: SUBSET 2**

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 indicate the next subset of tenured teachers, then complete the schedule below to indicate the year(s) of the evaluation cycle in which you will rate each standard for this subset of tenured teachers.**

Marcellus CSD has determined that this subset of teachers (Group B) will have a formal Walkthrough in Year 1. The formal walkthrough will rate New York Teaching Standards 3 & 4. The scores for each standard will be reviewed with the teachers in Group B. In addition, the scores from year 1 will become part of the composite score at the end of the cycle.

**After completing the table, you may continue to additional page(s), if needed, to enter the evaluation schedule(s) for remaining subset(s) of tenured teachers.**

|                                                              |                                                                                                                                                                                                           |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | How often will the applicable subset of tenured teachers receive a rating for the indicated standard?<br><i>If an applicable rating will be provided in multiple years, please select all that apply.</i> |
| Standard I: Knowledge of Students and Student Learning       | <input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                                                                                                            |
| Standard II: Knowledge of Content and Instructional Planning | <input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                                                                                                            |
| Standard III: Instructional Practice                         | <input checked="" type="checkbox"/> Year 1 of evaluation cycle<br><input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                                          |
| Standard IV: Learning Environment                            | <input checked="" type="checkbox"/> Year 1 of evaluation cycle<br><input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                                          |
| Standard V: Assessment for Student Learning                  | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                                            |
| Standard VI: Professional Responsibilities and Collaboration | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                                            |
| Standard VII: Professional Growth                            | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                                            |
| Overall Rating                                               |                                                                                                                                                                                                           |

**Are there additional subset(s) of tenured teachers with a rating schedule different from that entered above and on the previous page?**

☒ Yes, there additional subsets of tenured teachers who have a different rating schedule than those already entered.

**Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only****PART 4. TEACHER EVALUATION SCORING - 4B-3. Tenured Teacher Evaluation Schedule**

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**TENURED TEACHER EVALUATION SCHEDULE: SUBSET 3**

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 indicate the next subset of tenured teachers, then complete the schedule below to indicate the year(s) of the evaluation cycle in which you will rate each standard for this subset of tenured teachers.**

Marcellus CSD has determined that this subset of teachers will work on a portfolio measure in two of the years in the four year cycle.

**After completing the table, you may continue to additional page(s), if needed, to enter the evaluation schedule(s) for remaining subset(s) of tenured teachers.**

|                                                              |                                                                                                                                                                                                           |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | How often will the applicable subset of tenured teachers receive a rating for the indicated standard?<br><i>If an applicable rating will be provided in multiple years, please select all that apply.</i> |
| Standard I: Knowledge of Students and Student Learning       | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                                            |
| Standard II: Knowledge of Content and Instructional Planning | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                                            |
| Standard III: Instructional Practice                         | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                                            |
| Standard IV: Learning Environment                            | <input checked="" type="checkbox"/> Year 3 of evaluation cycle                                                                                                                                            |
| Standard V: Assessment for Student Learning                  | <input checked="" type="checkbox"/> Year 1 of evaluation cycle<br><input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                                          |
| Standard VI: Professional Responsibilities and Collaboration | <input checked="" type="checkbox"/> Year 1 of evaluation cycle<br><input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                                          |
| Standard VII: Professional Growth                            | <input checked="" type="checkbox"/> Year 1 of evaluation cycle<br><input checked="" type="checkbox"/> Year 2 of evaluation cycle                                                                          |
| Overall Rating                                               |                                                                                                                                                                                                           |

**Is there another subset of tenured teachers with a rating schedule different from that entered above or on the previous page?**

☒ No, all tenured teachers have been addressed in the rating schedules entered in the table above and on the previous page.

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

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

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

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

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

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

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

**STEPS ASSURANCES FOR TEACHERS**

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

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

**TEACHER APPEALS ASSURANCES**

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

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

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

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

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

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

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

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

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Page Last Modified: 12/16/2025

**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 MCSD Signatures 12-15-25.pdf