

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.

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

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

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

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

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

☒ Yes, all teachers are evaluated on the same standards using the same measures (or select from the same set of measures) with the same processes.

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

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

TEACHER OBSERVATION

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

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

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TEACHER EVALUATION: MEASURES

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

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

☒ Other LEA-developed measure

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

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

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

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

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

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

TEACHER EVALUATION: RATIONALE

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

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

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Observations and lesson artifacts aligned to Danielson 1b, 2a, and 3c identify how well teachers understand student needs and create engaging, respectful environments. These measures provide valid and reliable evidence through calibrated observations and student engagement data, offering actionable feedback on differentiation and rapport. Teachers may submit artifacts such as lesson plans or student surveys to demonstrate knowledge of learners. Teachers receive feedback aligned to specific Danielson components, allowing targeted professional learning. Professional development offerings are directly aligned to patterns identified in observation data. Teachers receiving low ratings are provided with targeted supports, which may include peer observation opportunities and focused professional learning plans. Progress is monitored through additional observations and follow-up conferences, with expectations clearly articulated and timelines established.
Standard II: Knowledge of Content and Instructional Planning	Lesson plans, unit designs, and observation evidence aligned to 1a, 1c, 1d, and 1e highlight teachers' strengths in content knowledge and instructional design while revealing growth areas in rigor and coherence. Validity and reliability are ensured through standards-based rubrics and planning protocols, and feedback focuses on refining outcomes and sequencing. Teachers may select unit plans or sequential lessons with reflections on resource choices. Data informs content-specific professional learning, curriculum writing support, and instructional planning workshops. Departments and PLCs use results to identify collective instructional priorities and align PD to instructional needs. Teachers with low ratings receive structured planning support, including lesson template guidance, collaborative planning time, instructional modeling, and feedback cycles.
Standard III: Instructional Practice	Observation data and student work aligned to 3a–3e capture clarity of instruction, questioning techniques, engagement, and responsiveness. These measures are valid and reliable through multiple evidence sources and calibrated observers, and they provide actionable steps such as improving discussion strategies or formative assessment use. Teachers may submit lesson plans and student work samples with brief analyses of instructional adjustments. Teachers receive post-observation feedback focused on instructional strategies and student engagement. Supports may include professional learning workshops and peer collaboration. Instructional trends across classrooms guide school-wide PD priorities. Teachers with low ratings are provided with structured coaching cycles, additional observations, and support aimed at specific instructional components.
Standard IV: Learning Environment	Classroom observations and management artifacts aligned to 2a–2e assess climate, routines, and

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	physical space, identifying strengths in culture and organization while pinpointing areas for improvement in student ownership and efficiency. Validity and reliability come from structured rubrics and consistent look-fors, and feedback offers concrete strategies for norms and space optimization. Teachers may submit management plans and classroom layout artifacts. Professional learning focuses on classroom management strategies, restorative practices, and inclusive learning environments. Teachers are supported through mentoring, classroom walkthrough feedback, and access to behavior support resources. Low ratings trigger targeted interventions such as behavior management coaching, observation of effective peers, and structured feedback cycles. Administrators monitor progress through follow-up observations and conference discussions.
Standard V: Assessment for Student Learning	Assessment designs, feedback samples, and progress monitoring aligned to 1f, 3d, and 4b reveal strengths in creating valid assessments and using data to inform instruction. These measures are reliable through shared rubrics and protocols, and feedback emphasizes improving alignment and timeliness of feedback. Teachers may select one assessment artifact and one evidence-of-use artifact with a reflection on instructional impact. Artifacts are uploaded prior to the pre-observation conference and discussed at that conference or shared during the post-observation conference. Teachers are supported through assessment design workshops and collaborative analysis in PLCs. Evaluation results inform targeted PD focused on assessment alignment and feedback practices. Teachers receive coaching on assessment strategies, formative practices, and progress monitoring, in alignment with evidence demonstrated during the observation process. Improvement plans emphasize timely feedback, data use, and alignment to learning goals.
Standard VI: Professional Responsibilities and Collaboration	Family communication logs and PLC documentation aligned to 4c, 4d, and 4f highlight strengths in engagement and collaboration while identifying opportunities to deepen partnerships and professional contributions. Validity and reliability are supported by structured templates, and feedback focuses on strategies for impactful communication and collaboration. Teachers will share narrative responses and they may include artifacts. Teachers receive guidance on collaborative practices, communication strategies, and reflective practices. Professional learning communities support collective accountability and shared problem-solving. Low ratings result in targeted supports such as mentoring, structured check-ins, and explicit expectations for professional conduct and collaboration. Improvement plans include clear benchmarks and timelines.
Standard VII: Professional	

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Growth	Growth goals, reflections, and professional learning records aligned to 4a, 4e, and 4f demonstrate strengths in reflective practice and application of learning, while identifying areas to strengthen goal clarity and evidence of impact. Validity and reliability are ensured through goal-setting protocols and documented implementation, and feedback drives continuous improvement. Teachers will share narrative responses and they may include artifacts. Teachers receive support through access to aligned professional learning opportunities and feedback during reflection cycles. Growth goals are revisited and adjusted annually based on evidence. Teachers with low ratings are supported through structured professional growth plans, focused PD assignments, coaching support, and progress monitoring. Expectations for growth are clearly defined and revisited regularly.

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TEACHER OBSERVATION

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

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

Please complete the information below to describe the process related to teacher observations.

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

Danielson's Framework for Teaching (2013 Revised Edition)

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • <u>Formal observations</u> may include classroom observations and pre- and post-observation activities. • <u>Informal observations</u> may include walk-through observations. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>
	☒ Supervisor ☒ Administrator	Probationary: 3, Tenured: 2	☒ Formal, announced ☒ Informal, unannounced	☒ In person

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

Teacher practice is evaluated through classroom observations using the Danielson Framework for Teaching. Standards 1–5 are assessed through specific Danielson subcomponents aligned to each standard.

Each Danielson subcomponent is scored using the 1–4 performance level scale:

Score	Performance Level	Description
4	Highly Effective	Practice consistently exceeds standards and has a positive impact on student learning
3	Effective	Practice meets standards and supports student learning
2	Developing	Practice is inconsistent or partially meets standards

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1	Ineffective	Practice does not meet standards
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Standard 1: Knowledge of Students and Student Learning**Danielson Subcomponent:**

- 1b – Knowledge of Students
- 2a -- Cultivating Respectful and Affirming Environmentings
- 3c --Engaging Students in Learning

This component assesses the teacher's understanding of students' backgrounds, skills, learning needs, and interests.

Standard 2: Knowledge of Content and Instructional Planning**Danielson Subcomponents:**

- 1a – Knowledge of Content and Pedagogy
- 1c – Setting Instructional Outcomes
- 1d --Using Resources Effectively
- 1e – Designing Coherent Instruction

These components measure content expertise, instructional rigor, alignment to standards, and coherent lesson design.

Standard 3: Instructional Practice**Danielson Subcomponents:**

- 3a – Communicating with Students
- 3b – Using Questioning and Discussion Techniques
- 3c – Engaging Students in Learning
- 3d – Using Assessment in Instruction
- 3e – Demonstrating Flexibility and Responsiveness

These components capture observable instructional practices and student engagement during instruction.

Standard 4: Learning Environment**Danielson Subcomponents:**

- 2a – Creating an Environment of Respect and Rapport
- 2b – Establishing a Culture for Learning
- 2c – Managing Classroom Procedures
- 2d – Managing Student Behavior
- 2e – Organizing Physical Space

These components assess classroom culture, behavior management, and the physical and emotional learning environment.

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Standard 5: Assessment for Student Learning**Danielson Subcomponents:**

- 1f – Designing Student Assessments
- 3d – Using Assessment in Instruction
- **4b -- Documenting Student Progress**

These components evaluate the alignment, use, and feedback of assessments to inform instruction and support student learning.

Determining the Standard Score

- Each **subcomponent is weighted equally**.
- Subcomponent scores are **averaged** to produce a 1–4 score for each NYS Teaching Standard.
- Scores are based on **documented, observable evidence** collected during the observation.
- In the event of a scoring ending in a decimal, standard rounding rules will apply.

Multiple Observations

When multiple observations occur during the evaluation cycle:

- A score is calculated for each applicable standard for each observation.
- The **highest score earned for each standard** is used as the final standard score.
- This approach ensures that the evaluation reflects the teacher's **strongest demonstrated practice**.

Use of Scores

Observation scores are used to:

- Provide **actionable feedback** to teachers
- Inform **professional development and mentoring**
- Support **reflective practice and continuous improvement**
- Identify areas where **additional support or intervention** may be needed

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

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LEA-DEVELOPED MEASURE

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

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

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

Measure

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
All teachers	Professional Responsibilities & Growth	The LEA-developed measure consists of a narrative form and a formal discussion between the teacher and administrator focused on professional responsibilities and growth, aligned to Danielson Domain 4. Evidence is collected through teacher-provided artifacts such as communication logs, professional development records, and reflective statements, as well as administrator notes from the discussion. The process includes a scheduled conference where the teacher shares documentation and reflects on professional practices, while the administrator evaluates alignment to components such as 4a Reflecting on Teaching, 4c Communicating with Families, and 4e Growing and Developing Professionally. This evidence is reviewed using the Danielson rubric to ensure validity and reliability, and the narrative summary is documented in the evaluation system. Midyear check-in meetings are set up for all probationary teachers. Tenured teachers may have a midyear check-in if deemed necessary based on performance. This measure will be performed annually for all teachers.

Evaluation

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	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	☒ Supervisor	1x/academic year (end of year review)

Scoring

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

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

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
All teachers	Danielson Framework, Domain 4 rubrics	The LEA-developed measure is scored using the Danielson Framework for Teaching, specifically Domain 4: Professional Responsibilities. This measure assesses aspects of professional practice that extend beyond classroom instruction and are essential to effective teaching and continuous professional growth. Following a formal discussion and review of the completed narrative form, the administrator evaluates evidence provided by the teacher. Evidence may include, but is not limited to, communication logs, professional development records, reflective statements, collaboration documentation,	(No Response)

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		and other relevant artifacts. This evidence is reviewed against the rubric descriptors for the following Danielson components: • 4a – Reflecting on Teaching (Standard VII) • 4c – Communicating with Families (Standard VI) • 4d – Participating in a Professional Community(Standard VI) • 4e – Growing and Developing Professionally (Standard VII) • 4f – Showing Professionalism (Standard VI, Standard VII) After reviewing the evidence, the administrator assigns a 1–4 score for each subcomponent using the Danielson performance levels (Ineffective, Developing, Effective, Highly Effective). Each subcomponent is weighted equally. Subcomponent scores are averaged to produce a 1–4 score for each applicable NYS Teaching Standard addressed through the Professional	

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		Responsibilities and Growth (PRG) measure. A score is calculated for each applicable standard once a year. In the event of a score ending in a decimal, standard rounding rules will apply. Because multiple PRG reviews or scoring opportunities occur within an evaluation cycle, the highest score earned for each standard is used as the final standard score. Teachers are provided with feedback for reflection and action after each PRG conference. In the event that a teacher receives a lower score after having received a higher score, they will be appropriately supported through feedback and coaching. All scores are recorded in the district's evaluation system and contribute to the teacher's overall professional practice rating.	

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

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

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

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

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

Our district is committed to engaging ALL learners at a personal level to succeed in a global society. The evaluation process is designed to promote culturally responsive practices, rigorous instruction, and professional growth, ensuring that every student feels valued and prepared for success.

The LEA-approved measure, which includes a narrative form and formal discussion aligned to Danielson Domain 4, and the teacher observation process collectively advance the district's mission. Observations aligned to Domains 2 and 3 promote a Welcoming and Affirming Environment and High Expectations and Rigorous Instruction, while lesson artifacts and assessment reviews reinforce Inclusive Curriculum and Assessment. The narrative measure emphasizes Ongoing Professional Learning and Support, as teachers reflect on growth goals and collaboration. Evidence collected—such as reflective statements, communication logs, and observation notes—is evaluated using the Danielson rubric and the NYS Teaching Standards crosswalk to CR-S principles, ensuring alignment with culturally responsive practices. Through this integrated approach, the district guarantees that evaluation is not compliance-driven but a catalyst for designing student-centered environments where every learner feels valued and prepared for success in a diverse, global context.

The district ensures that the evaluation process supports the design and implementation of student-centered, culturally responsive—sustaining learning environments by using the Danielson Framework and LEA-developed measures to emphasize knowledge of students, inclusive instructional practices, respectful learning environments, reflective practice, and professional growth. Observation feedback and professional responsibility reviews provide actionable guidance and targeted professional learning opportunities that support educators in embedding CR-S principles—such as affirming student identity, promoting voice and agency, and leveraging students' lived experiences—into daily instructional practice.

Please note: The text box above may not cleanly support charts, spreadsheets, or graphics. Please use the upload option if the response includes any of these formats.

If the entire response is included in the upload, please enter, "See upload," in the textbox above.

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

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CR-S Framework Alignment for STEPS plan.docx

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

- ☒ **District leadership**
- ☒ **Building leadership**
- ☒ **Professional learning community (PLC)**
- ☒ **Self-identified**

At what level are professional learning goals organized?

Please select all that apply.

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

What will provide the basis for professional learning goals?

Please select all that apply.

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- ☒ Needs assessment
- ☒ Student outcome data
- ☒ Colleague surveys/feedback
- ☒ Student surveys/feedback
- ☒ Parent/family surveys/feedback

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

Please select all that apply.

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

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

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

Assessing Impact

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

Please select all that apply.

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

How will the LEA determine if professional learning opportunities provided are effective in improving teacher practice and student outcomes?

Please select all that apply.

- ☒ Formal or informal observations of new learning being implemented
- ☒ Student learning outcomes
- ☒ Changes in performance ratings on teaching standards

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

Please select all that apply.

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

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

Support Plan

Please read the assurance below and check the box.

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

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

SCSD Teacher Support Plan 2026.pdf

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EVALUATOR TRAINING

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

- ☒ As 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.

- ☒ Periodic comparisons of an evaluator's assessment of the same classroom teacher
- ☒ Inter-rater reliability is addressed during annual training
- ☒ Periodic calibration meetings and/or trainings

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

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TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

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

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Which teachers does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table. (B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s). (D/E) The weights for multiple measures used to reach a final standard rating of 1-4. (F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4. If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☒ All standards, I-VII	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)

TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

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

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Which teachers does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	The overall rating will be calculated by averaging the final scores for all seven standards. Each standard is rated on a scale of 1–4, and the sum of these ratings will be divided by seven to produce the overall score. If an average results in a value ending in a decimal, standard rounding rules will apply.

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

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

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

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TENURED TEACHER EVALUATION SCHEDULE

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

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

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

If subsets of tenured teachers are rated on different schedules:

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

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

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

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

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

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

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

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

TEACHER APPEALS ASSURANCES

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

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

Please read the assurances below and check each box.

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

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

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

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 5. ASSURANCES AND CERTIFICATION - 5B. Applicability and Certification**

Page Last Modified: 05/20/2026

APPLICABILITY OF THE TEACHER STEPS PLAN

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

☒ 2025-26**JOINT CERTIFICATION OF THE TEACHER STEPS PLAN**

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

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

SCSD STEPS Plan Signatures 5.20.26.pdf