



Standards-Based Educator Evaluation and Support Plan (NYS STEPS)

Teacher of Record/Principal

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Philosophy Statement:

A collaborative team was formed to examine the recently adopted Education Law 3012-e and design a plan that aligns to regulation. This team was comprised of members of the BOCES United Professionals (BUP), BOCES Administrative and Supervisory Association (BASA), and Cabinet Members. It is the belief of Monroe One BOCES that on-going professional growth is a vital component to the enhancement of teaching and learning. Professional growth and a commitment to fostering life-long learning are essential to creating environments that allow students to achieve their fullest potential for personal development, and academic and social-emotional success. It is our belief that this plan will operate in an environment that is supportive, respectful and collaborative.

Who Participates in the Teacher of Record STEPS Plan?

New York State Department of Education defines a classroom teacher (Teacher of Record) as the following:

- o An individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course with aligned performance measures.
- o Those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course.

Monroe One BOCES will follow procedures from the New York State Department of Education to determine which teachers are classified as Teachers of Record. Professionals identified as Teacher of Record include but are not limited to special area teachers, classroom teachers, content area teachers, and special education teachers. Teachers have the responsibility to verify all data (self and student) reported to the state regarding their status as Teacher of Record using the process established by Monroe One BOCES. Any reference to "teacher/classroom teacher" in this document refers to "teacher of record".

Rationale

Based on Education Law 3012-e, teachers will be evaluated on a 1-4 scale using standards based multiple measures as outlined below. Rubric ratings for observable standards outlined in the Danielson Framework for Teaching 2022 (Domains I-III) will be used to assess NYS Teaching Standards I-IV as part of the *observation* process and evidence provided through the *goal setting and attainment process, professional project* and/or participation in the *student centered instructional coaching model* will be used to holistically assess NYS Teaching Standards VI and VII. During the summative evaluation process teachers will be provided a 1-4 holistic rating for NYS Teaching Standards I-VII (Level 1 = Significantly Below Standard, Level 2 = Partially Meets Standard, Level 3 = Meets Standard, 4 = Exceeds Standard). An overall rubric rating will be provided to probationary teachers by the last day of school annually and to tenured teachers by the last day of school at the conclusion of their six-year evaluation cycle. Teachers receiving overall ratings of *Level 1* or *Level 2* will be placed on an NYS STEPS Personalized Professional Development Plan the next school year as per New York State Education Department guidance. BOCES Administration will make yearly arrangements for staff to be given information regarding the NYS STEPS Process and the BOCES/Program's goals. This may occur as part of an orientation, mentoring process, staff development, faculty meetings, or individual meetings.

Criteria:

The Monroe One BOCES Standards-Based Educator Evaluation and Support Plan (NYS STEPS) aligns with the regulations set forth by the New York State Education Department by:

- Tying teacher performance to BOCES, school, and program priorities. Administrators have the responsibility to share BOCES and program goals with the faculty.
- Using multiple measures to assess teacher performance. This plan complies with New York State regulations in using multiple measures to evaluate teachers' work.
- Basing teacher performance on clear, consistent review criteria aligned to teaching standards. *The Danielson Framework for Teaching 2022* edition has been selected as a framework for teachers to reflect upon their own practice as well as serve as a critical lens for the supervisors to make fair and informed judgments regarding a teacher's performance.
- Ensuring professional staff members have input on the evaluation process. Teachers are partners in this evaluation process by providing feedback to administrators through self-reflection or the provision of evidence.
- Increasing responsibility for self-improvement. The function of the process is to seek out, document, and recognize the quality teaching that exists, to acknowledge the excellence in professional practices that is demonstrated in a variety of ways, and to have teachers direct their own professional development through goal setting and on-going professional learning aligned to teacher standards and the NYS Culturally Responsive-Sustaining Education Framework.
- Providing support to professional staff members in need of improvement. The BOCES will provide annual training for staff through New Staff Orientation, the Mentor Program, as well as the professional development program.
- Ensuring that observations are conducted in-person and by a trained administrator on all elements of a comprehensive evaluation system including professional standards, inter-rater reliability, application of locally selected methodology, instruments, assessment tools, measures and evaluation scoring system.
- Educators have an opportunity to appeal a rating received under the NYS-STEPS system consistent with the regulations of the Commissioner.

Evaluation Cycle/Components Overview:

	Probationary	Tenured
Evaluation Cycle Length	1 Year	6 Years
Multiple Measures- Required	● Goal Setting – Required Annually ● 2 Announced Observations – Required Annually ● Checkpoint Meeting – Required Annually ● Summative Evaluation – Required Annually	● Goal Setting – Required Annually ● Observation – Minimum of 2 Announced Observations per Evaluation Cycle (6 years) ● Summative Evaluation - Required Annually
Multiple Measures- Optional	N/A	Each year a tenured teacher is required to participate in an observation (Option A) or an additional multiple measure (Option B). Option B choices are listed below... ● Professional Project – Annually during non-observation year ● Student Centered Instructional Coaching – Annually during non-observation year

NYS STEPS Multiple Measures and Process Components

I. Monroe One Multiple Measures

A. Annual Goal Setting

Goal Setting/Planning Meeting

- Teachers mandated to be on an *NYS STEPS Personalized Professional Development Plan* have 10 days from the first day of the school year to complete the Planning Meeting which will include the development of their plan which is required to be in place by October 1.
- All other probationary and tenured teachers need to set up their *Goal Setting/Planning Meeting* with their supervisor by October 15.
- Tenured Teachers have the choice of selecting an Observation (Option A) or Optional Multiple Measure (Option B) annually which should be decided at the *Goal Setting/Planning Meeting*.
- At the meeting the teacher and the supervisor will mutually agree on 2-3 goal areas aligned to the Danielson Framework for Teaching 2022 that the teacher intends to focus on for the year. Prior to the meeting the teacher and the supervisor will review the previous year's NYS STEPS ratings and the *Teacher of Record Planning and Summative Form*.
- The teacher will review the Danielson Framework for Teaching to identify potential areas to work on for this school year and note those areas on the *Teacher of Record Planning Form*.
- The teacher and the supervisor will begin identifying potential evidence to support the teacher's professional growth in NYS Teaching Standards VI-VII.

B. Announced Observation:

- Regulations aligned to Education Law 3012-e, require all teachers to have at least two observations in their evaluation cycle.
- The total number of formal observations shall not exceed two (2) unless otherwise stated in a formal *NYS STEPS Personalized Professional Development Plan* (PPDP) or upon mutual agreement with the teacher and supervisor.
- Probationary teachers will be observed by their supervisor and/or another trained Monroe One BOCES administrator. Tenured teachers will be observed by their supervisor(s) unless mutually agreed upon that another trained Monroe One BOCES administrator will complete the observation cycle.

- **Probationary Teachers-** Probationary teachers who are not on a *Personalized Professional Development Plan* are required to participate in two full observations annually. The first full observation will be completed by December 1. The second observation will be completed by April 15.
- **Tenured Teachers** – Tenured teachers who are not on an *Personalized Professional Development Plan* have two (2) options annually:

Tenured Teachers (Option A) - One (1) *Announced Full Observation* (required two times in a six-year cycle).

Tenured Teachers (Option B) - One (1) *Professional Project* or *Student Centered Instructional Coaching Model*.

Prior to Observation

Teacher Will...

- The teacher will schedule the date and time for the announced in person observation and the pre-observation meeting.
- The teacher will complete a *Pre-Observation Form* and an optional lesson plan to be reviewed in the pre-observation discussion.
- At the pre-observation conference the teacher and the observer will engage in professional dialogue and self-reflection regarding his or her practice.
- The teacher may make changes to his or her lesson as a result of this meeting.
- This meeting may be used as evidence of teacher performance aligned to the *NYS Teaching Standards* as outlined in the *Danielson Framework for Teaching 2022*.

During Observation

Administrative Observer Will...

- Observe in the agreed upon instructional space for no more than 45 minutes unless mutually agreed.
- Use the *Observation Form* to record classroom data that is evidence of standards-based performance and/or progress towards the teacher's *Personalized Professional Development Plan*.

After Observation...

Teacher will...

- Complete the *Post-Observation Form* and submit it to the observer within 5 school days of the observation.

Administrative Observer will...

- Complete the *Observation Form* including their observations and the teacher's self-reflection provided in the *Post-Observation Form*.

Post-Observation Conference and Required Paperwork:

- The Post-Observation Conference will be held with the teacher and the observer within ten (10) school days of receipt of the *Post-Observation Form*.
- Professional dialogue and self-reflection should occur around the Danielson Framework for Teaching 2022.
- Reflection and dialogue should show awareness and process for planning the lesson.
- The teacher will review the *Observation Form* and may add their reaction and/or comments.
- The teacher acknowledges the *Observation Form* (signifying that they have read and understand the report) and submits to the observer for finalization within ten (10) school days of receipt of the report.
- The observer reads the teacher's comments, adjusts any ratings as would be appropriate and electronically signs the form.

Checkpoint Meetings

- Probationary teachers and tenured teachers engaging in an *Option B (Professional Project or Student-Centered Coaching Model)* will have a *Checkpoint Meeting* by February 1. The purpose of the *Checkpoint Meeting* is to be sure that professionals are on track with their Option B measure. Checkpoint meetings are not a required component for tenured teachers in good standing engaging in an *Option A (Observation)*, however, can be scheduled at a professional staff or supervisor's request. The meeting may occur as part of the regular observation process (e.g., post-observation conference). Professionals on a *Personalized Professional Development Plan* will have a *Checkpoint Meeting* by February 1st, to review progress.

C. Option B

1. Professional Project:

- Teachers have the opportunity to focus their efforts on a project that provides opportunities for deep learning that will result in changes to the way they approach their craft.
- The outcomes of these projects will enhance the teacher's professional practice, as well as enhance the learning for students.
- Because of the nature of *Professional Projects* and the importance of personal learning, there may be differences between individual projects. This is expected and encouraged.
- Typically, the project will be related to one or more of the professional staff member's goals, but it is possible and easily foreseeable that it may be in a different vein altogether. Goals may also be adjusted in light of the project plan.
- Teachers may work independently or in a collaborative setting with their peers on a project.
- Projects may be done as part of a mini grant or study group.
- Projects must be implemented as agreed upon at the initial *Goal Setting/Planning Meeting*. If at some point during the project, the professional staff member feels the project is no longer viable or valuable, they may propose a revision or alternate project. It is important that the project meets the needs of the teacher in their current situation.
- Projects may span more than one academic year if mutually agreed upon by teacher and supervisor.
- The checkpoint meetings are intended as a time for the teacher and supervisor to engage in professional dialogue and self-reflection.
- Documentation of this reflective process may be included as evidence of teacher practice.
- The project must include the following:
 - A timeline for completion with formal checkpoints delineated.
 - Methods & strategies for achieving the outcome of the project.
 - Artifacts that will act as indicators of progress described (how one will know that the intended learning is taking place).
 - A description of resources and support that will be needed.
 - The project must be mutually agreed to by both the professional staff member as well as the supervisor at the Planning Meeting.

2. Participation in Monroe One BOCES designed Student Centered Coaching Model ([See Manual Linked Here](#))

The Office of Curriculum, Instruction and Professional Learning at Monroe One BOCES has collaboratively developed a six-week coaching cycle to support teachers knowledge and implementation of best practices in teaching and learning. Participation in the option may be limited based on availability of instructional coaches.

D. Summative Evaluation

- Summative Evaluation meetings will be held starting on or about May 1 and no later than June 10.

Prior to Summative Evaluation Meeting:

The teacher:

- Will provide a written reflection on **NYS Teaching Standards VI and VII.**
- Will submit the *Teacher of Record Planning and Summative Form* electronically to their supervisor at least two (2) workdays prior to the Summative Evaluation Meeting.

The supervisor:

- Will review and be familiar with the materials from the NYS STEPS plan.
- Will review any evidence and artifacts gathered at Checkpoint Meeting (if applicable).

At Summative Evaluation Meeting:

- The teacher and supervisor will engage in a professional dialogue and review all evidence as it pertains to the teacher's performance demonstrated through *Observations* (Option A) or *Teacher Project or Student-Centered Coaching Model* (Option B), teacher reflections as well as the written reflection on **NYS Teaching Standards VI and VII.**

After Summative Evaluation:

The supervisor:

- Will provide a rating in each **NYS Teaching Standard I-VII** for Probationary teachers and Tenured teachers participating in an Option A based on the evidence collected/shared during the school year and the dialogue during the Summative Evaluation Meeting. Tenured teachers participating in an Option B will receive a rating in **NYS Teaching Standards VI and VII.** Probationary teachers will receive an overall rating annually which is the average of all seven standard scores.

Tenured teachers will receive an overall rating at the conclusion of their evaluation cycle (6 years). The overall rating will then be used to determine if a teacher performance is...

4 - Exceeding Standards (3.5 - 4.0)

3 - Meeting Standards (2.5 - 3.49)

2 - Partially Meeting Standards (1.5 - 2.49)

1 - Significantly Below Standards (0 - 1.49)

- Will submit the completed *Teacher of Record Summative Observation Form* to the teacher for their review, comments, and acknowledgement within five school days of the meeting.

The teacher:

- May provide additional summary comments.
- Will acknowledge receipt of the *Teacher of Record Summative Observation Form* to supervisor within five school days of receipt of the completed form.
- The supervisor finalizes and submits the *Summative Observation Form* no later than the last day of school.

II. Personalized Professional Development Plans (See Template Appendix A)

The Personalized Professional Development Plan is designed to offer all available resources to help improve the performance of the teacher with the goal of raising student achievement and growth. There are two circumstances that may result in a teacher being placed on a Personalized Professional Development Plan:

- When a teacher receives a Level 1 or Level 2 overall rating, they are required to be placed on a Personalized Professional Development Plan. In this situation the Personalized Professional Development Plan must be in effect by October 1.
- If the teacher's performance level falls below acceptable standards in a particular area, a Personalized Professional Development Plan may be recommended by the supervisor and/or the Assistant Superintendent for Human Resources.

The Process

1. The process of engaging a teacher in a Personalized Professional Development Plan will be initiated upon their receipt of a level 1 or level 2 standard rating or by the recommendation of a supervisor of the individual or the Assistant Superintendent for Human Resources. This recommendation must be accompanied by a rationale that articulates the concerns, includes a summary of data in support of the concerns, previous efforts on the part of the supervisor and teacher to rectify the concerns and explain why a support/improvement plan is necessary. The recommendation will also explain how the teacher will benefit from the Personalized Professional Development Plan.
2. Once the recommendation is approved by the Assistant Superintendent for Human Resources, a meeting will be held to develop the Personalized Professional Development Plan. Meeting members will include the teacher, supervisor, and union representative (at the invitation of the employee), and the Assistant Superintendent for Human Resources.
3. The Personalized Professional Development Plan may include recommendations for the following:
 - Goals for areas in need of improvement (will become focus of annual goal setting requirement).
 - Methods, strategies, specific activities and behaviors to meet those goals (e.g., professional development or coursework, observe model lessons, further analysis of lessons, self-review/peer review, professional readings, more frequent classroom observations, and/or mentor support).
 - Artifacts that will document the teacher's growth.
 - Timelines and evidence of growth will be documented in the Personalized Professional Development Plan.

4. Upon successful completion of the Personalized Professional Development Plan, the teacher and supervisor sign and date the Personalized Professional Development Plan signifying that the plan has ended. The original document will be filed in the teacher's personnel file and copies will be distributed to the teacher, supervisor. The employee may share with union officers at their discretion. If the plan is deemed by supervisor to be not successful, a meeting will be scheduled to determine the next steps in the process.
- The plan may be continued in its current state with a new timeline.
 - The activities, artifacts and supports in the plan may be modified and the plan continued.
 - A decision may wait and the need for a NYS STEPS Teacher Personalized Professional Development Plan may be based on the outcome of the NYS STEPS Process and the assignment of the overall rating for the school year.

III. PROCEDURES FOR APPEALING STANDARDS-BASED EDUCATOR EVALUATION AND SUPPORT PLAN (NYS STEPS)

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's Standards-Based Educator Evaluation and Support Plan (NYS STEPS). The procedures contained herein are not available to probationary teachers. The grievance and/or arbitration procedures in the collective bargaining agreement shall not be used to appeal or review a tenured teacher's STEPS Evaluation. To the extent that a conflict exists between the collective bargaining agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied. This procedure shall be in effect unless changed by the parties and approved by SED or until the requirement to have such a procedure under Education Law §3012-e is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

(1) For the school year in which the appeal is made, a tenured teacher who receives an overall composite rating of "significantly below" or "partially meets standard" may appeal their rating.

(2) A teacher who receives an overall composite rating of "partially meets standard" may only appeal if that teacher received a composite rating of "Exceeds Standard" or "Meets Standard" for the school year immediately preceding that "partially meets standard" rating. A teacher who receives an overall composite rating of "significantly below standard" may appeal their performance review.

(3) At no time will an overall composite rating of "Exceeds Standard" or "Meets Standard" be appealable. Teachers who receive a composite rating of "Exceeds Standard" or "Meets Standard" may submit a written response that will be attached to their summative evaluation.

(4) A teacher may appeal only (A) the substance of their STEPS review, (B) the BOCES' adherence to standards and methodologies required for such reviews, (C) adherence to applicable regulations of the commissioner of education, and (D) compliance with the procedures for the conduct of educator evaluation set forth in the STEPS plan.

(5) In an effort to correct "procedural" violations as they arise, any alleged violation of (B), (C) or (D) above, must be brought to the District Superintendent's attention by the affected teacher, in writing, within twenty (20) school days of the time that said teacher becomes aware or should have reasonably become aware that a violation may have occurred.

(6) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(7) Appeals concerning an educator's evaluation, any alleged violation of (4) above, must be received in the office of the District Superintendent within ten (10) school days from the receipt of the overall rating. The failure to submit an appeal within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(8) A teacher wishing to initiate an appeal must submit, in writing (e-mail or other electronic submissions are not permitted), to the District Superintendent, or their designee, with a copy to the administrator responsible as lead evaluator, a detailed description of the precise point(s) of disagreement over his or her educator evaluation, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. Appeals may also be sent to the District Superintendent by certified mail with return receipt requested.

(9) Within ten (10) school days of the District Superintendent's receipt of an appeal, the evaluator responsible for the performance review being appealed shall submit to the District Superintendent, or their designee, a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

(10) The teacher bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the BOCES' conclusion.

(11) The District Superintendent shall convene a group of three Administrators to review and provide a recommendation to the District Superintendent regarding the appeal. The group should include the Assistant Superintendent of Human Resources (or equivalent title), the Assistant Superintendent of Instruction (or equivalent title), and a principal who is not the evaluator responsible for the evaluation subject to the immediate appeal. In the event that one of these administrators are unable to serve, the District Superintendent may designate another administrator in order to adhere to the timeline contained within this process.

(12) The Administrative review of the appeal will result in a recommendation to the District Superintendent based on the information provided by the teacher and the information provided by the original evaluator. The recommendation shall be submitted to the District Superintendent who may accept, amend, modify or reject the recommendation of the Administrative review. The District Superintendent shall provide a final written decision to the teacher who submitted the appeal no later than 30 school days from the date the appeal was initiated.

Teacher of Record NYS STEPS Timeline

STATUS	TEACHER OF RECORD	TIMELINE
Probationary	Goal Setting Meeting 1 st Full Observation 2 nd Full Observation Checkpoint Meeting Evidence Gathered for Standards VI and VII Summative Meeting Overall Rating to Teachers	By October 15 th By December 1 st By April 15 th By February 1 st By the Summative Meeting May 1 st to June 10 th By Last Day of School
Tenured – Option A (Observation Year)	Goal Setting Meeting Full Observation Evidence Gathered for Standards VI and VII Summative Meeting NYS Standards Overall Rating to Teachers	By October 15 th By April 15 th By the Summative Meeting May 1 st to June 10 th By Last Day of School
Tenured – Option B (Professional Project Year)	Goal Setting Meeting Checkpoint Meeting Project Completed Evidence gathered for Standards VI and VII Summative Meeting NYS Standards I-VII Ratings to Teachers	By October 15 th By February 1 st By June 1 st By the Summative Meeting May 1 st to June 10 th By Last Day of School