

Educator Evaluation §3012-e - Education Law §3012-e**PART 1. STEPS PLAN OVERVIEW - STEPS Plan Design**

Page Last Modified: 11/07/2025

STEPS PLAN DESIGN

Welcome to the NYS Standards-based Educator Evaluation and Support System (STEPS) Plan Form. The purpose of the STEPS is to support all educators' 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 Professional Standards for Educational Leaders (PSELs) (New York Version) 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.

Parts 2-4 of this form are for a STEPS plan for teachers. Parts 5-7 are for a STEPS plan for principals. 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 educators 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:

- Educators may be divided into groups that use different evaluation measures.
 - Educators may be divided into groups that use the same evaluation measures, but the measures are implemented differently.
 - Educators may be divided into groups that use the same evaluation measures, but the measures assess different standards across the evaluation groups.
 - All educators 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.

☒ 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.

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

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 principals across all measures does not constitute the need to denote a separate group for the evaluation process.

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

MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER AND PRINCIPAL 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.
- ☒ Assure that any measure selected to evaluate a principal shall provide direct evidence of such principal's practice that appropriately
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Educator Evaluation §3012-e - Education Law §3012-e

PART 1. STEPS PLAN OVERVIEW - STEPS Plan Design

Page Last Modified: 11/07/2025

and accurately assesses the degree to which the educator meets each applicable Professional Standard for Educational Leaders.

TEACHER OBSERVATION / PRINCIPAL SCHOOL VISITS

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

Page Last Modified: 04/28/2026

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.

- ☒ Professional portfolios
- ☒ Student outcome data

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						☒ VI	☒ VII
Surveys and feedback							
Goal setting and attainment							
Teacher project							
Student outcome data					☒ V		
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.

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.

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

Page Last Modified: 04/28/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	We will utilize the NYSUT rubric for this standard. The indicators for knowledge of students and student learning help identify how well a teacher understands students backgrounds needs and learning styles it highlights strengths in using student data and planning responsive instruction while also revealing growth areas such as improving differentiation or deepening knowledge of diverse learners the standard shows both what a teacher does well and where targeted professional development can support stronger student centered practice. Teachers will be able to demonstrate their knowledge of students and student learning by: designing lesson plans and adjusting instruction to include a variety of strategies that support the learning needs of each student, with an understanding of the developmental characteristics of their students. Through the selected measure of observations that will incorporate lesson plans, teachers can meet the expectation of Standard One of the NYSUT. Instructional strategies are highly observable and using this measure, evaluators will be able to identify teachers' strengths as well as support ongoing professional development and continuous improvement.
Standard II: Knowledge of Content and Instructional Planning	We will utilize the NYSUT rubric to measure this standard. The indicators for knowledge of content and instructional planning evaluate how effectively a teacher understands their subject matter and designs coherent standard aligned lessons. It highlights strengths such as clear learning objectives, well sequenced instruction, and meaningful learning activities. It also identifies growth areas when teachers need to strengthen content knowledge, improve lesson structure, or plan instruction that better supports all learners. This standard helps pinpoint both strong instructional design practices and targeted areas for professional development. Teachers will be able to demonstrate their knowledge of content and instructional planning by: demonstrating their effective use of current developments in pedagogy, content, curricular materials, and technology to align with state standards and enhance student learning, articulating clear learning objectives that align with the learning standards and apply the standards throughout their instruction and practice. Through the selected measure of observations that will incorporate lesson plans, teachers can meet the expectations of Standard Two of the NYSUT Rubric. Evidence-based practices, learning experiences, and clear learning objectives are highly observable and by using this measure, evaluators will be able to identify teachers' strengths as well as support ongoing professional development and continuous improvement.
Standard III: Instructional	

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

Page Last Modified: 04/28/2026

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Practice	The NYSUT rubric will be used to measure this standard. The Indicators for instructional practice assess how effectively a teacher engages students in learning through clear communication, questioning, discussion, and instructional strategies. It highlights strengths such as active student participation, effective modeling, and the use of strategies that promote deep understanding. It also identifies growth areas when teachers need to improve clarity, increase student engagement, or use more varied strategies to meet diverse needs. This standard helps determine both strong instructional practices and opportunities for professional development in lesson delivery. Teachers will be able to demonstrate their strengths in instructional practice by: communicating clearly and accurately, articulating high expectations and clear measures of success for all students, creating individualized interactions and building differentiated instruction into lessons, using a variety of formative assessments along with students' responses to monitor and check for understanding. Through the selected measure of observations, teachers can meet the expectations of Standard Three of the NYSUT Rubric. These are highly observable instructional practices and by using this measure, evaluators will be able to identify teachers' strengths as well as support ongoing professional development and continuous improvement.
Standard IV: Learning Environment	We will utilize the NYSUT rubric to measure this standard. The Indicators for learning environment assess how well a teacher creates a safe, respectful, and productive classroom climate. It highlights strengths such as clear expectations, positive student interactions, and routines that support learning. It also identifies growth areas when teachers need to strengthen behavior management, build stronger relationships, or create a more inclusive and supportive environment. The standard helps pinpoint effective classroom management practices as well as opportunities for professional development in creating conditions where all students can thrive. Teachers will be able to demonstrate their strengths in creating a positive learning environment by fostering a climate of acceptance and respect, and recognizing and reinforcing positive interactions among students, where students show responsibility to and for one another, supporting student diversity, utilizing the skills of paraprofessionals effectively to support student learning, understanding safety policies to develop, implement, manage, and adapt activity procedures and transitions to ensure student safety. Through the selected measure of observations, teachers can meet the expectations of Standard Four of the NYSUT Rubric. A classroom learning environment is highly observable and offers data collection that is actionable. By using this measure, evaluators will be able to identify teachers' strengths

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

Page Last Modified: 04/28/2026

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	as well as support ongoing professional development and continuous improvement.
Standard V: Assessment for Student Learning	The NYSUT rubric will be used to measure this standard. The indicators for assessment for student learning evaluate how effectively a teacher uses assessments to monitor student progress and guide instruction. It highlights strengths such as using a variety of assessments, providing timely feedback, and adjusting lessons based on data. It also identifies growth areas when teachers need to improve assessment design, interpretation of data, or use a feedback to support all learners. This standard helps recognize strong assessment practices while pinpointing areas for professional development and using assessment to enhance learning. Teachers will be able to demonstrate their strengths in assessment for student learning by: understanding assessment measures and grading procedures, preparing all students for the demands of assessment formats and implementing required assessment accommodations and modifications for students with exceptional learning needs. Utilizing classroom and standardized student outcome data will provide an additional perspective into the assessment of student learning. Teachers will be able to assess the grasping of instructed materials and pinpoint areas in need of growth. Students' performance on assessments will be used to evaluate teachers' knowledge of their content area and their ability to instruct their students to become proficient in the content. Assessment data provides concrete evidence of how well a teacher uses evaluation to improve learning and support both recognition of effective practices and identification of areas for professional development. By analyzing student outcome data, evaluators can determine whether the teacher effectively measures student learning, identifies trends, and adjusts instruction to support mastery. High performance on assessments can indicate that the teacher's lessons and feedback are helping students achieve learning goals. Student outcome data can also help evaluators to determine where students underperform, revealing opportunities for the teacher to refine assessments, provide more targeted feedback, differentiate instruction, and address gaps in learning. Using student outcome data supports standard 5 (Assessment for Student Learning) in the NYSUT rubric which focuses on how teachers use assessment to monitor progress and guide instruction. These aspects are able to be evaluated during teacher observations and through analysis of student outcome data. We will be looking for the design, selection, and usage of a range of assessment tools and processes to measure and document student learning and growth. We will work with the teacher to reflect upon and evaluate the effectiveness of their assessment system, assist in making adjustments to

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

Page Last Modified: 04/28/2026

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	it and plan instruction accordingly.
Standard VI: Professional Responsibilities and Collaboration	We will use the NYSUT rubric to assess this standard. Teachers will also be able to provide documentation of meeting the indicators of this standard. The indicators for professional responsibilities and teacher leadership evaluate how teachers demonstrate professionalism, collaborate with colleagues, and contribute to school improvement. It highlights strengths such as as effective teamwork, ethical conduct, and leadership in initiatives that support student learning. It also identifies growth areas when teachers need to enhance collaboration, take on leadership roles, or engage more actively in professional responsibilities. This standard helps recognize strong professional practices while pinpointing opportunities for growth in leadership and collaboration. Teachers will be able to demonstrate their strengths in professional responsibilities and collaboration by: adhering to federal and state law, district procedures, board policies and contractual obligations, including reporting instances of child abuse, safety violations, and bullying and completed required training, collecting required data, maintain timely and accurate records, communicating in various ways student performance, progress, and expectations for student growth, and provides opportunities for discussion, managing time and attendance in accordance with established guidelines. Through the selected measure of portfolio, teachers will select samples of valid and reliable classroom data that meets the expectations of Standard Six of the NYSUT Rubric. Professional responsibilities and collaboration are often not seen in a single observed lesson, so a teacher-created portfolio offers a way for teachers to self-select their strengths in these areas and creates opportunities for the evaluator to support ongoing professional development and continuous improvement.
Standard VII: Professional Growth	We will use the NYSUT rubric to assess this standard. Teachers will also be able to provide documentation of meeting the indicators of this standard. The indicators for professional growth assess how teachers reflect on their practice and pursue ongoing learning to improve student outcomes. It highlights strengths such as actively seeking feedback, implementing new strategies, and engaging in professional development. It also identifies growth areas when teachers need to deepen reflection, apply research based practices, or take initiative in learning opportunities. This standard helps recognize effective self improvement practices while pinpointing areas for continued professional growth. Teachers will be able to demonstrate their strengths in professional growth by: planning professional growth, accessing and using professional literature and other professional development opportunities to

Educator Evaluation §3012-e - Education Law §3012-ePART 2. TEACHER EVALUATION - 2A. Measures and Rationale

Page Last Modified: 04/28/2026

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	expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods. Through the selected measure of portfolio, teachers will select samples of valid and reliable classroom data that meets the expectations of Standard Seven of the NYSUT Rubric. These areas of professional growth are not often seen in a single observed lesson, so a teacher-created portfolio offers a way for teachers to self-select their strengths in these areas and creates opportunities for the evaluator to support ongoing professional development and continuous improvement.

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2B. Professional Portfolios**

Page Last Modified: 04/28/2026

PROFESSIONAL PORTFOLIOS

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.

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

Please select all that apply.

- ☒ Professional learning activities
- ☒ Stakeholder communications
- ☒ Evidence of collaboration with other educators/student support personnel
- ☒ Academic/professional presentations
- ☒ Awards/achievements
- ☒ Volunteer activities/community involvement

Professional Portfolio Evaluation

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

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.

All teachers, tenured and non tenured, will submit documentation annually for their portfolio. The documentation will be housed electronically and will assist in the scoring of standards 6 and 7. The documentation will be directly related to elements in the standards such as engagement in professional learning communities, collaboration with parents and guardians, performance of non instructional duties in accordance with district guidelines, compliance with relevant laws and policies, remaining current in their knowledge of pedagogy, appropriate use of professional resources, goal setting for continuous improvement, and reflection of instructional practices. Related documentation can include items such as attendance reports, parent communication logs, student records, district meeting attendance rosters, participation records for professional development opportunities, and presence at extra curricular and/or district events.

All teachers will complete one portfolio annually. Using the 2014 NYSUT Rubric, all indicators for standards 6 & 7 will be weighted equally and averaged to get a final score of 1-4 for each standard. For tenured teachers where applicable, a final score for both standards will be obtained by weighting the standard scores for each portfolio equally and averaging them using standard rounding

Educator Evaluation §3012-e - Education Law §3012-e

PART 2. TEACHER EVALUATION - 2B. Professional Portfolios

Page Last Modified: 04/28/2026

procedures.

STUDENT OUTCOME DATA

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

Student outcome data is a measure of teacher practice, which uses student assessment results or student classwork to demonstrate academic growth and/or achievement.

Please complete the information below to describe the process related to the use of student outcome data.

Outcome Data

WHAT TYPE OF STUDENT OUTCOME DATA WILL BE USED TO EVALUATE TEACHERS?

- ☒ Student growth goals
- ☒ Student achievement goals

HOW WILL THIS STUDENT OUTCOME DATA BE USED TO EVALUATE THE APPLICABLE STANDARDS FOR THE IDENTIFIED TEACHERS?

Assessment data provides concrete evidence of how well a teacher uses evaluation to improve learning and support both recognition of effective practices and identification of areas for professional development. By analyzing student outcome data, evaluators can determine whether the teacher effectively measures student learning, identifies trends, and adjusts instruction to support mastery. High performance on assessments can indicate that the teacher's lessons and feedback are helping students achieve learning goals. Student outcome data can also help evaluators to determine where students underperform, revealing opportunities for the teacher to refine assessments, provide more targeted feedback, differentiate instruction, and address gaps in learning. Using student outcome data supports standard 5 (Assessment for Student Learning) in the NYSUT rubric which focuses on how teachers use assessment to monitor progress and guide instruction.

Results and Evaluation Tool(s)

Please identify how student outcome data will be attributed to teachers and the evaluation tool(s) that will be used to obtain student outcome data. Evaluation tools could be State assessments, locally-developed assessments, third party assessments, or non-traditional evaluation tools.

SUBGROUP(S) See the instructions above the table before completing this column.	HOW WILL STUDENT OUTCOME DATA BE ATTRIBUTED TO APPLICABLE TEACHERS? If other is selected, please explain how student outcome data is aligned to evaluating the related standards.	Please identify state assessments below. Select all that apply.	List any third party or locally-developed assessments in the box below. If applicable, please identify the LEA that created the locally-developed assessment.	Please identify non-traditional evaluation tools in the box below.
Grades 5 & 6 Math	☒ Individually-attributed results		STAR Math	(No Response)

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2F. Student Outcome Data**

Page Last Modified: 03/19/2026

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	HOW WILL STUDENT OUTCOME DATA BE ATTRIBUTED TO APPLICABLE TEACHERS? <i>If other is selected, please explain how student outcome data is aligned to evaluating the related standards.</i>	Please identify state assessments below. <i>Select all that apply.</i>	List any third party or locally-developed assessments in the box below. <i>If applicable, please identify the LEA that created the locally-developed assessment.</i>	Please identify non-traditional evaluation tools in the box below.
Grades 5 & 6 ELA	☒ Individually-attributed results		STAR READING	(No Response)
Grades 5 & 6 Science & Social Studies	☒ Individually-attributed results		Locally Developed Final Assessment or Culminating Project	(No Response)
Grades K-6 Art, Music, PE, and STEAM	☒ Individually-attributed results		Locally developed final assessment or culminating project	(No Response)
Grades 7-12 across all content areas that do not have a corresponding regents exam	☒ Individually-attributed results		Locally developed final assessment or culminating project	(No Response)
Grades K-4 Common Branch	☒ Individually-attributed results		STAR Early Literacy & STAR READING	(No Response)
Grades 7-12 across all content areas with a corresponding regents exam	☒ Individually-attributed results	☒ Course-Specific State/Regents Assessment (do not use this option in conjunction with any of the assessments above)	(No Response)	(No Response)

Student Outcome Data Scoring

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

HOW IS STUDENT OUTCOME DATA SCORED?

Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/assessment(s) apply to different subgroups of teachers, please be sure to address all subgroups.

For each subgroup using the regents, a developed final assessment or a culminating project, the measure will be scored accordingly on a 1-4 rubric: 90-100% proficiency is a 4; 75-89% proficiency is a 3; 60-74% proficiency is a 2; and 0-59% proficiency is a 1.

For each subgroup utilizing the STAR assessments they will be scored by the percentage of students showing one year growth on the

Educator Evaluation §3012-e - Education Law §3012-e

PART 2. TEACHER EVALUATION - 2F. Student Outcome Data

Page Last Modified: 03/19/2026

STAR assessments. The percentage of students showing such growth will result in a 1-4 rating as described above.

A culminating project will be used in courses such as Art, Technology/ Steam, Music or other special areas. Teachers will be expected to design the project and determine the indicators for mastery.

The measure will result in a single 1-4 score for standard 5.

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2H. Teacher Observation**

Page Last Modified: 01/09/2026

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?**

NYSUT Teacher Practice Rubric (2014 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 ☒ Independent evaluator: Administrator from teacher's LEA, but outside the school/program	2	☒ Formal, announced ☒ Informal, 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.

Each observation will include a 1-4 score for all indicators in standards 1-5 of the NYSUT Rubric. The indicators will be weighted equally and averaged to get a standard score for each observation. The standard scores for both observations will be weighted equally and averaged to obtain a final score for each standard.

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

Page Last Modified: 03/19/2026

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.**

Observation and assessment through the NYSUT rubric support a culturally responsive classroom by helping teachers understand and respond to the diverse backgrounds, needs, and learning styles of their students. Evaluators use the rubric to identify strengths such as inclusive lesson planning, equitable participation, and respectful classroom interactions, as well as areas for growth, like differentiating instruction or incorporating students cultural perspectives. This process guides targeted professional development and encourages practices that create an engaging, respectful, and inclusive learning environment for all students.

Culturally Responsive and Sustaining Education principles are embedded throughout the observation process to ensure all staff are fostering a welcoming and affirming environment, high expectations and rigorous instruction, an inclusive curriculum and assessment, and ongoing professional learning. The instrument being used for all seven standards, the NYSUT rubric, clearly embeds these pillars throughout all seven standards. The first pillar of a welcoming and affirming environment is most clearly shown in Standard 4: Learning Environment, specifically indicators 4.1a, where "Fosters a climate of acceptance and respect, and recognizes and reinforces positive interactions among students, where students show responsibility to and for one another." and 4.1b "Supports student diversity". The second pillar of high expectations and rigorous instruction is clearly embedded in Standard 3: Instructional Practice, specifically in indicator 3.3b "Articulates high expectations and clear measures of success for all students." The third pillar of inclusive curriculum and assessment is embedded in Standard 5: Assessment in indicator 5.5b "Prepares all students for the demands of assessment formats and implements required assessment accommodations and modifications for students with exceptional learning needs." The fourth pillar is embedded in Standard 7: Professional Growth in indicator 7.1b where to meet expectations, "teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth. The fourth pillar, evaluated by portfolio, would have Standard 7 embedded in their plan for professional growth.

In our calibration of evaluators' training we incorporate a component to focus on the CR-S Framework so that our evaluators will be able to recognize, address, support and ultimately improve our instruction in respect to the CR-S Education Framework Crosswalk. Knowing what to look for and how to provide recommendations will serve as a tremendous resource for all of our educators.

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

Page Last Modified: 12/30/2025

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
- ☒ Supervisor
- ☒ Self-identified

At what level are professional learning goals organized?

Please select all that apply.

- ☒ Building level

What will provide the basis for professional learning goals?

Please select all that apply.

- ☒ Student outcome data
- ☒ Research study results

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

Page Last Modified: 12/30/2025

- ☒ Research literature
- ☒ Published education trends
- ☒ 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

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Professional learning community (PLC) meetings
- ☒ Professional learning through a BOCES
- ☒ 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.

- ☒ Informal/formal conversations

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

Please select all that apply.

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

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

Please select all that apply.

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

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

Educator Evaluation §3012-e - Education Law §3012-e

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

Page Last Modified: 12/30/2025

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.

Teacher Support Plan.pdf

Educator Evaluation §3012-e - Education Law §3012-e**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3B. Evaluator Training**

Page Last Modified: 11/07/2025

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
- ☒ Periodic calibration meetings and/or trainings

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

Page Last Modified: 03/19/2026

TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

Page Last Modified: 03/19/2026

Which teachers does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	<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> <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> <i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i> <i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</i> <i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i>
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☒ Standard I ☒ Standard II ☒ Standard III ☒ Standard IV ☒ Standard VI ☒ Standard VII	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☒ Standard V	☒ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.	The standard scores on a 1-4 scale will be weighted and averaged equally and rounded using standard rounding procedures.

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)

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

Page Last Modified: 03/19/2026

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.

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	Each of the final 1-7 standard scores will be weighted equally and averaged to produce a 1-4 score (rounded)

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 - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4B. Tenured Teacher Evaluation Schedule**

Page Last Modified: 12/18/2025

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? <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	☒ Annually
Standard II: Knowledge of Content and Instructional Planning	☒ Annually
Standard III: Instructional Practice	☒ Annually
Standard IV: Learning Environment	☒ Annually
Standard V: Assessment for Student Learning	☒ Annually
Standard VI: Professional Responsibilities and Collaboration	☒ Annually
Standard VII: Professional Growth	☒ Annually
Overall Rating	☒ Year 2 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 - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

Page Last Modified: 01/12/2026

PRINCIPAL 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 school visits for all principals. Please check the additional measure(s) that will be used for the evaluation of all principals across all Professional Standards for Educational Leaders (PSELs), New York version.

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

☒ Goal setting and attainment

Please use the table to below to indicate which of the above measure(s) will be used to evaluate each of the PSELs. The STEPS plan must utilize at least two different measures and must include school visits for all principals. Please ensure at least one standard is selected for "Principal school visits" in the table below.

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

	1	2	3	4	5	6	7	8	9	10
Principal school visits		☒ 2		☒ 4	☒ 5			☒ 8		☒ 10
Professional portfolios										
Surveys and feedback										
Goal setting and attainment	☒ 1		☒ 3			☒ 6	☒ 7		☒ 9	☒ 10
Principal project										
Student outcome data										
Student portfolios										
Other LEA-developed measure										

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

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

PRINCIPAL EVALUATION: RATIONALE

Please complete the information in the table below for each applicable PSEL to describe the evaluation process.

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

Page Last Modified: 01/12/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals 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 1: Mission, Vision, and Core Values	By implementing SMART goals, with principal-provided supporting data and measures, along with collaboratively developed timelines and milestones, and key initiatives and actions, a principal will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Embrace, contribute to, and implement a convincing or established theory of action for improving achievement that aligns with the FSCSD mission (Marshall Rubric A.e, revised). This measure of goal setting allows principals ongoing conversations with their supervisor to refine the theory of action for improving student achievement and alignment to the FSCSD mission, which is "Our purpose is to provide a positive learning environment in which students will have the opportunity to experience success and become life-long learners." Using this approach allows evaluators to identify strengths in a principal's ability to align daily practices with the school's mission and vision, as well as weaknesses where the vision is inconsistently communicated or enacted. The resulting data can be used to design professional development focused on strategic planning, vision-driven leadership, and stakeholder engagement, ensuring principals strengthen coherence between beliefs and actions.
Standard 2: Ethics and Professional Norms	Through evidence from site visits, principals will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Act in an ethical and culturally competent manner and expects colleagues to do the same (Marshall Rubric F.a). The valid, reliable, and actionable data will come from evidence procured from site visits, especially in the interchange with staff as well as using principles from the Culturally Responsive and Sustaining Framework. This approach will help surface strengths such as consistency, integrity, and ethical decision-making, while also identifying areas where principals may need growth in addressing inequities or navigating ethical dilemmas. Evaluation data can guide professional development in ethical leadership, equity-centered decision-making, and reflective practice to strengthen professional norms across schools. Through classroom and schoolwide observations, principals can see how ethical decision-making and professional norms are modeled in real situations.
Standard 3: Equity and Cultural Responsiveness	By implementing SMART goals, with principal-provided supporting data and measures, along with collaboratively developed timelines and milestones, and key initiatives and actions, a principal will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Procure effective and culturally responsive curriculum materials and technology for key subject areas (Marshall

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

Page Last Modified: 01/12/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals 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.
	Rubric C.d). A principal will also be able to demonstrate their ability to organize aligned, ongoing coaching and training that builds classroom proficiency (Marshall Rubric D.c). This measure of goal setting allows principals ongoing conversations and support from their supervisor to improve curriculum and technology equity and support in their program, as well as organize and align coaching and training in these areas, using the Culturally Responsive and Sustaining Framework principles. Measuring performance in this manner highlights strengths in inclusive leadership and equitable systems, while revealing gaps in culturally responsive practices or collaborative equity work. This data can inform professional development focused on culturally responsive leadership, inclusive school structures, and equity audits to support continuous improvement.
Standard 4: Curriculum, Instruction, and Assessment	Through evidence from site visits, principals will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Work with grade-level, subject-area, and/or programs teams to set measurable student goals for the current year (Marshall Rubric C.c). They will also be able to demonstrate their ability to monitor teams as they analyze assessment data, asking what students got wrong and why (Marshall Rubric C.f). This valid, reliable, and actionable data from site visits will integrate our programs' goals and data analysis, especially in how teams are led through these goals and data analysis. This also will allow evaluators to identify strengths in instructional leadership and data use, as well as weaknesses in curriculum coherence or assessment practices. The evidence gathered can be used to target professional development in instructional leadership, data-informed decision-making, and curriculum alignment to improve teaching and learning outcomes.
Standard 5: Community of Care and Support for Students	Through evidence from site visits, principals will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Deal quickly with disruptions to learning and look for underlying causes (Marshall Rubric E.b), praise student achievement and improvement and work to build school spirit (Marshall Rubric E.c), organize PD and suggest articles and books on classroom management and cultural competence as circumstances arise (Marshall Rubric E.d). This valid, reliable, and actionable data from site visits will allow for principals to demonstrate their work to create a community of care and support for students through the climate and culture created through school spirit and professional support. By measuring the ability to demonstrate these strengths, districts can identify strengths in school climate

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

Page Last Modified: 01/12/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals 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.
	and student support, as well as weaknesses in responsiveness to student needs. This data supports professional development focused on trauma-informed practices, student support systems, and relationship-centered leadership to strengthen communities of care. During visits, principals can observe relationships, SEL practices, and classroom climate.
Standard 6: Professional Capacity of School Personnel	By implementing SMART goals, with principal-provided supporting data and measures, along with collaboratively developed timelines and milestones, and key initiatives and actions, a principal will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Ensure that teachers implement the knowledge and skills students should master by the end of each year (Marshall Rubric C.a), read widely, share ideas, and foster an ongoing, schoolwide discussion of effective practices (Marshall Rubric D.b). This measure of goal setting allows principals ongoing conversations and support from their supervisor to focus on the growth and improvement of professional capacity of staff. These indicators help identify strengths in coaching, feedback, and professional learning structures, while also revealing gaps in differentiated support or leadership development. Evaluation results can be used to design professional development in instructional coaching, adult learning theory, and systems for building staff capacity.
Standard 7: Professional Community for Teachers and Staff	By implementing SMART goals, with principal-provided supporting data and measures, along with collaboratively developed timelines and milestones, and key initiatives and actions, a principal will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Orchestrate regular teacher team meetings as a key forum for professional learning (Marshall Rubric D.d), develop a system to recruit, hire, onboard, and retain teachers and staff (Marshall Rubric D.i). This measure of goal setting allows principals ongoing conversations and support from their supervisors to focus on professional learning of their program's staff. Using these indicators makes it possible to identify strengths in collaboration and trust, as well as weaknesses in communication or shared leadership practices. The data can guide professional development focused on facilitation skills, distributed leadership, and strengthening professional learning communities.
Standard 8: Meaningful Engagement of Families and Community	Through evidence from site visits, principals will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Make families feel welcome, listen to their input, and work to get

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

Page Last Modified: 01/12/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals 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.
	them involved. (Marshall Rubric E.f), make sure teachers tell families what their children are learning and ways to support the curriculum at home (Marshall Rubric E.g), send routine school communication and ask teachers to have regular communication of their own (Marshall Rubric E.i). This valid, reliable, and actionable data from site visits will allow for principals to demonstrate their work with family and community engagement. Measurement through these indicators highlights strengths in outreach and partnership-building, while identifying gaps in inclusive or sustained engagement efforts. This information can be used to provide professional development in family engagement strategies, community partnerships, and culturally responsive communication. Principal visits to family engagement events and interactions with school community partners reveal strengths in communication and outreach.
Standard 9: Operations and Management	By implementing SMART goals, with principal-provided supporting data and measures, along with collaboratively developed timelines and milestones, and key initiatives and actions, a principal will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Create and/or supports an equitable schedule (Marshall Rubric F.b), manage the program's budget and finances to support our initiatives in collaboration with the district admin team (Marshall Rubric F.g, revised), effectively bring additional human and financial resources into the school (Marshall Rubric F.i). This measure of goal setting allows principals regular and ongoing conversations and support from their supervisor to focus on managing school operations and resources to promote each student's academic success and well-being, especially in the areas of scheduling, personnel, and finances. These indicators allow evaluators to identify strengths in operational effectiveness and resource use, as well as weaknesses in systems alignment or continuous improvement processes. The resulting data can inform professional development in organizational management, strategic planning, and operational leadership.
Standard 10: School Improvement	Through evidence from site visits and goal setting, principals will be able to demonstrate their strengths and opportunities for professional growth in their ability to: Manage resistance, low expectations, and fear of change, using feedback and data (Marshall Rubric A.h), measure progress, listen to feedback, and revise the strategic and/or program plan. (Marshall Rubric A.i). The measures of site visits and goal setting together provide the most authentic evidence collection for true School Improvement. Through

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

Page Last Modified: 01/12/2026

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals 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.
	SMART goal tracking, principals will be able to focus on their school improvement goals, have regular and ongoing conversations and support from their supervisor to focus on these goals, as well as include authentic evidence from site visits to support this improvement. Using these indicators helps identify strengths in goal setting and improvement planning, while uncovering weaknesses in alignment or data use. Evaluation data can be leveraged to provide professional development focused on continuous improvement cycles, strategic use of data, and sustaining long-term school improvement efforts. Goal setting aligns individual professional goals with schoolwide improvement targets, helping identify strengths to build on and areas requiring targeted professional development to advance overall student outcomes. PD Supports May Include: • Training in continuous improvement cycles (e.g., Plan-Do-Study-Act) • Data analysis institutes focused on goal setting and progress monitoring • Strategic planning retreats aligned to district and school improvement goals • Coaching on sustaining long-term improvement efforts and managing change

Educator Evaluation §3012-e - Education Law §3012-e

PART 5. PRINCIPAL EVALUATION - 5D. Goal Setting and Attainment

Page Last Modified: 03/26/2026

GOAL SETTING AND ATTAINMENT

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.

Goal Creation

WHAT INFORMATION WILL BE USED TO CREATE GOALS?

Please select all that apply.

- ☒ Student performance data
- ☒ School visits

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.

Principal Goal Attainment Form 2.docx

Goal Setting and Evaluation

	WHO WILL SET GOALS FOR PRINCIPALS? <i>Please select all that apply.</i>	WHO WILL MONITOR GOAL PROGRESS? <i>Please select all that apply.</i>	WHO WILL EVALUATE GOAL ATTAINMENT? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?
	☒ Principal (self-determined) ☒ Supervisor	☒ Principal (self-monitoring) ☒ Supervisor	☒ Supervisor	2x/academic year (mid-year and 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 7.

HOW IS GOAL ATTAINMENT SCORED?

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

Using the Marshall Rubric, PSEL standards 1,3,6,7,9, and 10 will be evaluated using specific indicators from the Marshall Rubric that will result in a score of 1-4, with only observed indicators to be scored. We will ensure that all selected standards will be evaluated across the course of the evaluation cycle. Indicators aligned to a standard will be weighted equally and averaged to reach a score for that

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5D. Goal Setting and Attainment**

Page Last Modified: 03/26/2026

standard at the end of the year. It should be noted that administrators are not necessarily scored on the attainment of their goal, but in the process of "moving the needle" on the identified goals that address district priorities, NYSED standards and initiatives, and student needs. PSEL 10 is scored with the measures of both the site visit and goal setting.

Each principal would set up to five goals annually.

The goal attainment will be scored on a 1-4 scale. (Aligned with the Marshall Rubric, our Goal Setting Form with specified indicators, and utilizing the crosswalk attached)

Superintendent will work with each principal and the principals will work as a team to collaborate and create an applicable and appropriate goal(s) for the year. Collectively we will be looking for a goal that prepares the school and community for change and developing staff skills for improvement. It also should ensure coherence among improvement efforts across all school aspects. The selected goal will use data for inquiry, goal setting, and evaluating interventions while fostering teacher leadership, innovation, and accountability. Through their goal(s) the principal will be able to handle uncertainty, risks, and politics of improvement with courage. As a result, their goal(s) will improve outcomes for all stakeholders (students, teachers, staff, families, community).

Tenured principals would receive a score on their goal(s) attainment over the course of their cycle (more than one total goal). The 1-4 standard scores from each goal will be weighted equally and averaged to obtain a final score from 1-4 for each standard, using standard rounding procedures. For probationary principals each applicable standard will be evaluated once.

If applicable, upload scoring-related documentation.

FRANKFORT-SCHUYLER 3012 E FOR ADMINISTRATION.pdf

Educator Evaluation §3012-e - Education Law §3012-e

PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits

Page Last Modified: 03/26/2026

PRINCIPAL SCHOOL VISITS

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

School visits are a formal or informal observation of principal practice taking place in a school or other learning environment. The Commissioner's Regulations require that school visits occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of principal practice.

Please complete the information below to describe the process related to principal school visits.

School Visit Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT SCHOOL VISITS?

Marshall's Principal Evaluation Rubric

School Visit Process

	WHO WILL CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>	HOW MANY SCHOOL VISITS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE SCHOOL VISITS TO BE CONDUCTED? • <u>Formal school visits</u> may include planned school visits and pre- and post-school visit activities. • <u>Informal school visits</u> may include walk-throughs of building or activities. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>
	☒ Supervisor	2	☒ Formal, announced ☒ Formal, unannounced ☒ Informal, announced ☒ Informal, unannounced	☒ In person

School Visit Scoring

The information entered below is specific to scoring principal school visits only. How a principal school visit score will contribute to the final rating for each applicable standard will be addressed in Part 7.

HOW ARE PRINCIPAL SCHOOL VISITS SCORED?

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

Using evidence from two specific site visits, evaluators will use specific indicators from the Marshall Rubric that will result in a score of 1-4 for PSEL standards 2,4,5,8, and 10, which have been listed in the Principal Evaluation Rationale. Only observed components aligned to PSEL Standards from the selected rubric will be scored. Across all school visits every selected PSEL standard will be evaluated. Each indicator being scored will be measured on a scale of 1-4 and then will be weighted equally and averaged to receive a score for each standard. Scores for each standard from across the two school visits will be weighted equally and averaged to reach a score for a standard. Standard rounding procedures will be used to get the final average score.

Educator Evaluation §3012-e - Education Law §3012-e

PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits

Page Last Modified: 03/26/2026

If applicable, upload scoring-related documentation.

FRANKFORT-SCHUYLER 3012 E FOR ADMINISTRATION.pdf

Educator Evaluation §3012-e - Education Law §3012-e**5J. Culturally Responsive-Sustaining Education - Principal Measures and CRSE**

Page Last Modified: 01/13/2026

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 Professional Standards for Educational Leaders, 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 principals 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 Educational Leadership Standards. See the standards and crosswalk here: PSELs (NYS Version) 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.**

Culturally Responsive and Sustaining Education principles are embedded throughout the evaluation process to ensure that all administrators are fostering a welcoming and affirming environment, high expectations and rigorous instruction, an inclusive curriculum and assessment, and ongoing professional learning. The instrument being used for all ten PSEL standards, the Marshall rubric, clearly embeds these pillars throughout, which allows the evaluator to collect evidence to show connection in both school visits and during the goal setting process. The first pillar of welcoming and affirming environment is most clearly shown in Standard 8, where the Marshall Rubric indicators E (Culture) f. (Families) evaluate principals on "Making families feel welcome, listening to their input, and working to get them involved." Similarly, for PSEL Standard 5, Indicator E (Culture) deals with several components of school culture, including seeking out underlying causes of disruptions (indicator b), celebration (indicator c) In Standard 9, Indicator (Management) b. (Scheduling) a principal "creates and/or supports an equitable schedule". The second pillar of high expectations and rigorous instruction is clearly aligned with Standard 2, Indicator F (Management) a (Ethics) where to receive a 3, the principal must "act in an ethical and culturally competent manner and expects colleagues to do the same." In Standard 10, Indicator A (Strategy) h (Enlisting), principals are "effectively managing resistance, low expectations, and fear of change, using feedback and data." The third pillar of inclusive curriculum and assessment is aligned with Standard 3, Indicator C (Curriculum and Data) d (Materials) where to receive a 3, the principal must "procure effective and culturally responsive curriculum materials and technology for key subject areas." The last pillar of ongoing professional learning is aligned with Standard 5, Indicator E (Culture) d (Training) where principals must "organize PD and suggest articles and books on classroom management and cultural competence.

The Professional Standards for Educational Leaders (PSEL) and a Culturally Responsive Framework are closely aligned in their shared focus on equity, student-centered leadership, and inclusive school environments. While PSEL describes the core competencies of effective leadership, a culturally responsive framework defines the equity-driven mindset and actions that bring those competencies to life for diverse learners. Together, they guide principals in creating schools where every student is respected, challenged, and supported. Utilizing the Marshall Rubric we are able to effectively evaluate and support the ongoing work to sustain culturally responsive

Educator Evaluation §3012-e - Education Law §3012-e**5J. Culturally Responsive-Sustaining Education - Principal Measures and CRSE**

Page Last Modified: 01/13/2026

education in all our learning environments.

PSEL 1 – Mission, Vision & Core Values

A culturally responsive mission emphasizes inclusion, high expectations, and affirming all cultural identities. PSEL 1 supports leaders in co-creating this shared vision.

PSEL 2 – Ethics & Professional Norms

Culturally responsive leadership requires ethical decision-making that challenges inequities. PSEL 2 aligns by promoting fairness, integrity, and advocacy for all students.

PSEL 3 – Equity & Cultural Responsiveness

This standard directly mirrors a culturally responsive framework. Leaders create equitable systems, disrupt barriers, and affirm students' cultural assets.

PSEL 4 – Curriculum, Instruction & Assessment

Both frameworks support instructional systems that reflect students' identities, minimize bias, and ensure rigorous, relevant learning for every student.

PSEL 5 – Community of Care & Support for Students

Culturally responsive practice promotes relationships, safety, and belonging. PSEL 5 aligns by requiring supportive environments where students' cultures are honored.

PSEL 6 – Professional Capacity of School Personnel

Ongoing professional learning focused on equity and responsive pedagogy is central to both frameworks. PSEL 6 emphasizes developing staff competence and reflective practice.

PSEL 7 – Professional Community for Teachers & Staff

Both frameworks stress collaborative cultures where all staff share responsibility for equity and culturally responsive practices.

PSEL 8 – Meaningful Engagement of Families & Community

A culturally responsive approach centers families as partners and cultural experts. PSEL 8 supports inclusive, authentic family engagement and community collaboration.

PSEL 9 – Operations & Management

Equitable resource allocation, transparent policies, and inclusive systems reflect culturally responsive leadership. PSEL 9 aligns by promoting operations that support fairness and access.

PSEL 10 – School Improvement

Both frameworks require continuous improvement driven by disaggregated data, student voice, and equity-focused problem solving. Utilizing the PSEL for our STEPS establishes what effective leaders do; a culturally responsive framework establishes how they do it equitably. Aligning the two ensures that leadership practices actively promote belonging, elevate diverse voices, remove barriers, and drive meaningful success for every student. That is our goal and intention in our district.

In our calibration of evaluators' training we incorporate a component to focus on the CR-S Framework so that our evaluators(principals and district admin) will be able to recognize, address, support and ultimately improve our instruction in respect to the CR-S Education Framework Crosswalk. Knowing what to look for and how to provide recommendations will serve as a tremendous resource for all of our educators.

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth**

Page Last Modified: 01/12/2026

PROFESSIONAL LEARNING AND GROWTH

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

A significant component of a STEPS plan is the requirement that LEAs maintain a comprehensive system of professional learning for all principals 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 principals 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 principals from the STEPS plan will be timely and actionable.**
- ☒ **Assure that the system of professional learning and growth includes a process where principals who receive an overall rating of Level 1 or 2 shall have a personalized principal support plan developed by the LEA in coordination with the principal and their supervisor.**

Goal Setting Process

Who determines professional learning goals for principals?

Please select all that apply.

- ☒ **District leadership**
- ☒ **Building leadership**
- ☒ **Supervisor**
- ☒ **Self-identified**

At what level are professional learning goals organized?

Please select all that apply.

- ☒ **Building level**

What will provide the basis for professional learning goals?

Please select all that apply.

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth**

Page Last Modified: 01/12/2026

- ☒ Research study results
- ☒ Research literature
- ☒ Published education trends
- ☒ Teacher surveys/feedback
- ☒ 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 principal and/or student needs?

Please select all that apply.

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

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- ☒ Cohort 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 principals 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 principal practice and student outcomes?

Please select all that apply.

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth**

Page Last Modified: 01/12/2026

- ☒ Changes in performance ratings on leadership standards

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

- ☒ LEA will conduct a review of data by key stakeholder(s) to refine short and/or long-term goals and professional learning opportunities
- ☒ LEA will use benchmark setting
- ☒ LEA will use a professional learning logic model
- ☒ LEA will create and review measurable improvements

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

- ☒ Assure that Personalized Professional Support Plans for Principals 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 Principal Support Plan (PSP) form for those principals that receive an overall rating of Level 1 or Level 2 on their evaluation.

Principal Support Plan.pdf

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6B. Evaluator Training**

Page Last Modified: 12/01/2025

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 Professional Standards for Educational Leaders; school visit techniques; maintaining inter-rater reliability; the application and use of locally selected methodology, instruments, assessment tools, measures and scoring system to evaluative principals; and any other specific considerations for evaluating principals 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 school visit 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 school visits 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.

- ☒ 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 - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

Page Last Modified: 04/28/2026

PRINCIPAL 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 principal shall provide direct evidence of such principal's practice that appropriately and accurately assesses the degree to which the educator meets each applicable Professional Standard for Educational Leaders.
- ☒ Assure that the selected measures for each Professional Standard for Educational Leaders 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 leadership and learning in accordance with the Board of Regents Rules section 30-4.5
- ☒ Assure that ratings from all the Professional Standard for Educational Leaders will be combined to result in an overall rating of level 1-4 across the principal's evaluation cycle.
- ☒ Assure that the final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

PRINCIPAL EVALUATION SCORING: FINAL STANDARD RATINGS

Please complete the information below to describe the process for rating each Professional Standard for Educational Leaders.

Please note: For each standard, you will indicate principal applicability. The "Add Row" button should be used to enter additional rows where different groups of principals (as defined in Part 5) use different processes.

The LEA will determine the system that will result in a levels 1-4 rating for each Professional Standard for Educational Leaders based on LEA-defined expectations for leadership and learning. The rating levels are:

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

Probationary principals are required to receive a Level 1-4 rating on each of the Professional Standards for Educational Leaders on an annual basis, and tenured principals receive a Level 1-4 rating on all standards across an annual or multi-year evaluation cycle.

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

Page Last Modified: 04/28/2026

Which principals 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 principals	☒ Standard 10	☒ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.	Standard rounding procedures will be applied to achieve the final score.
☒ All principals	☒ Standard 1 ☒ Standard 2 ☒ Standard 3 ☒ Standard 4 ☒ Standard 5 ☒ Standard 6 ☒ Standard 7 ☒ Standard 8 ☒ Standard 9	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)

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

Probationary principals are required to receive an overall rating on an annual basis, and tenured principals must

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

Page Last Modified: 04/28/2026

receive an overall rating at least once across an annual or multi-year evaluation cycle.

Which principals 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 principals ☐ Principal group 1 ☐ Principal group 2 ☐ Principal group 3	The final PSEL Standard Scores will be weighted equally and averaged to reach a score which will be applied to the following scale: 1-1.49=1, 1.5-2.49=2, 2.5-3.24=3, 3.25-4=4.

PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS**Are tenured principals evaluated on an annual or multi-year evaluation cycle?**

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7B. Tenured Principal Evaluation Schedule**

Page Last Modified: 01/09/2026

TENURED PRINCIPAL EVALUATION SCHEDULE

Please note, tenured principals must receive a Level 1-4 rating on all standards and an overall rating across an annual or multi-year evaluation cycle. Probationary principals 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 principals.

If subsets of tenured principals are rated on different schedules:

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

	How often will applicable tenured principals 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 1: Mission, Vision, and Core Values	☒ Annually
Standard 2: Ethics and Professional Norms	☒ Annually
Standard 3: Equity and Cultural Responsiveness	☒ Annually
Standard 4: Curriculum, Instruction, and Assessment	☒ Annually
Standard 5: Community of Care and Support for Students	☒ Annually
Standard 6: Professional Capacity of School Personnel	☒ Annually
Standard 7: Professional Community for Teachers and Staff	☒ Annually
Standard 8: Meaningful Engagement of Families and Community	☒ Annually
Standard 9: Operations and Management	☒ Annually
Standard 10: School Improvement	☒ Annually
Overall Rating	☒ Year 2 of evaluation cycle

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 8. ASSURANCES AND CERTIFICATION - 8A. STEPS Assurances**

Page Last Modified: 12/01/2025

NYS STANDARDS-BASED EDUCATOR EVALUATION AND PROFESSIONAL SUPPORT SYSTEM

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 and principals 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

Please read the assurances below and check each box.

- ☒ Assure that this form represents the LEA's entire STEPS plan 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 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 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 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 to encourage engagement and participation.

APPEALS ASSURANCES

Education Law §3012-e does not require that an LEA provide or describe a process available to reviewed educators to appeal a rating received

Educator Evaluation §3012-e - Education Law §3012-e**PART 8. ASSURANCES AND CERTIFICATION - 8A. STEPS Assurances**

Page Last Modified: 12/01/2025

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 educators 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, principal, and student data, including enrollment and attendance data, and any other student, teacher, principal, school, 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 and building principal 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 - Education Law §3012-e

PART 8. ASSURANCES AND CERTIFICATION - Applicability and Certification

Page Last Modified: 05/20/2026

APPLICABILITY OF THE STEPS PLAN

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

☒ 2025-26

JOINT CERTIFICATION OF THE 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 STEPS PLAN" page only.

Please obtain the required signatures, create a PDF file, and upload your joint certification of the STEPS plan using this linked STEPS Certification Form.

DOC052026-05202026130737.pdf