

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

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TEACHER STEPS PLAN DESIGN

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

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

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

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

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

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

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

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

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

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

TEACHER OBSERVATION

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

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TEACHER EVALUATION: MEASURES

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

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

☒ Other LEA-developed measure

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

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

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

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

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

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

TEACHER EVALUATION: RATIONALE

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

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

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Standard I will be evaluated using the TED Rubric, which considers multiple, interrelated practices such as understanding student backgrounds, applying child development principles, and differentiating instruction. The evaluation process integrates evidence from these areas to provide a valid and reliable picture of teacher effectiveness. This measure will allow us to identify how well teachers know their students as learners, provide targeted feedback on instructional decisions, and support professional growth that directly promotes achievement for all students.
Standard II: Knowledge of Content and Instructional Planning	Standard II will be evaluated using the TED Rubric, which considers multiple practices such as deep content knowledge, alignment to standards, use of assessment data, and scaffolding learning experiences. The evaluation process integrates evidence from these areas to provide a valid and reliable picture of teacher effectiveness. This measure will allow us to assess how well teachers design rigorous, standards-based instruction, provide actionable feedback to strengthen lesson planning and content delivery, and support professional growth that directly advances student learning outcomes.
Standard III: Instructional Practice	Standard III will be evaluated using the TED Rubric, which considers multiple interdependent elements such as clear communication of learning objectives, use of questioning and discussion techniques, checks for understanding, and engagement of students in higher-order thinking. The evaluation process integrates evidence from these areas to provide a valid and reliable picture of teacher effectiveness. This measure will allow us to evaluate how well teachers implement instruction that actively engages all students, provide targeted feedback to strengthen classroom practice, and support professional growth that leads to improved student achievement.
Standard IV: Learning Environment	Standard IV will be evaluated using the TED Rubric, which considers multiple practices such as establishing high expectations, fostering positive relationships, implementing effective classroom management strategies, and promoting student ownership of learning. The evaluation process integrates evidence from these areas to provide a valid and reliable picture of teacher effectiveness. This measure will allow us to evaluate how well teachers cultivate safe, respectful, and engaging classrooms, provide feedback that strengthens culture and climate, and support professional growth that enhances student learning conditions.
Standard V: Assessment for Student Learning	Standard V will be evaluated using the TED Rubric, which considers interrelated practices such as designing formative and summative measures, analyzing student data, providing timely feedback, and adjusting instruction based on evidence. The evaluation process integrates evidence from these areas to

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	provide a valid and reliable picture of teacher effectiveness. This measure will allow us to evaluate how well teachers use assessment to inform instruction, provide feedback to improve data-driven decision making, and support professional growth that advances student achievement.
Standard VI: Professional Responsibilities and Collaboration	Standard VI will be evaluated using the TED Rubric, which considers practices such as ethical conduct, communication with families, collaboration with colleagues, and engagement in professional learning. The evaluation process integrates evidence from these areas to provide a valid and reliable picture of teacher effectiveness. This measure will allow us to evaluate how well teachers uphold professional standards, provide actionable feedback to strengthen collaboration and communication, and support professional growth that enhances instructional impact.
Standard VII: Professional Growth	Standard VII will be evaluated using the TED Rubric, which considers multiple practices such as self-reflection, goal-setting, engagement in ongoing professional learning, and application of new skills to practice. The evaluation process integrates evidence from these areas to provide a valid and reliable picture of teacher effectiveness. This measure will allow us to evaluate how teachers best implement provided professional development, provide targeted feedback that supports continuous improvement, and foster growth that directly benefits students.

PART 2. TEACHER EVALUATION - 2H. Teacher Observation

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TEACHER OBSERVATION

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

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

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

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

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	Probationary teachers will have 3 observations and tenured teachers will have 2 observations.	☒ Formal, announced	☒ In person

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

The NYSUT Teacher Practice Rubric 2014 edition and the NYSUT Teacher Evaluation and Development System (TED) will be the model utilized to evaluate the educators in the Brentwood Teachers Association. This evaluation model is based upon a continuous collection of observable data and evidence throughout the school year, including but not limited to multiple classroom observations, and ongoing communications between the teacher and the evaluator. The appropriate rating level for the teacher will only be determined

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after all the observable data and evidence is collected in its entirety.

If applicable, upload scoring-related documentation.

Observation_Forms-Appr-_Standards_1-7_Appendix_4_3012-e.docx

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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LEA-DEVELOPED MEASURE

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

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

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

Measure

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
All Teachers	Professional Practice	As part of the End of Cycle evaluation, teachers complete a self-evaluation that includes a rating for each applicable standard and written evidence supporting their ratings. The written evidence consists of specific examples and narrative responses addressing each indicator within the standard. Scoring Process: - Teachers submit self-ratings and written evidence for each standard. - Administrators review all submitted materials and use the district's evaluation rubric to determine final scores for each standard and indicator. - The rubric rates each indicator on a 1–4 scale: Level 1: Minimal evidence of practice; significant improvement needed. Level 2: Partial evidence; some elements present but inconsistent. Level 3: Meets expectations; consistent, effective practice. Level 4: Exceeds expectations; exemplary, innovative practice. Use of Evidence: - Teachers are required to provide written evidence in the form of narrative responses and specific examples that directly address each indicator. - Administrators base their final score on the quality, relevance, and specificity of the written evidence

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
		provided, as well as observations and other documented performance. - Teacher self-assessments are valued for reflection and dialogue, but the administrator's calibrated judgment, based on observation, written evidence, and normed scoring practices, serves as the final score of record. Administrator Calibration: - Administrators undergo yearly norming and re-certification to ensure consistency, accuracy, and alignment with district expectations. - This process ensures reliable application of the rubric, consistent interpretation of performance indicators, and evidence-based decision-making. Summary: - The portfolio measure combines teacher self-reflection, written evidence, and administrator review using a standardized rubric. - Administrators hold final authority for scoring, ensuring fairness and fidelity to the district's evaluation model. - The process supports professional growth, goal setting, and summative performance determinations.

Evaluation

	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	☒ Supervisor	Once through the evaluation cycle.

Scoring

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

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

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MEASURE

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
All Teachers	Utilizing NYS Teaching Standards 5, 6, and 7, teachers will provide written evidence addressing each indicator as listed in the 2014 NYSED TED Rubric. Teachers will submit the self-evaluation form to their administrator/supervisor.	- Teachers submit self-ratings and written evidence for each standard. - Administrators review all submitted materials and use the district's evaluation rubric to determine final scores for each standard and indicator. - The rubric rates each indicator on a 1–4 scale: Level 1: Minimal evidence of practice; significant improvement needed. Level 2: Partial evidence; some elements present but inconsistent. Level 3: Meets expectations; consistent, effective practice. Level 4: Exceeds expectations; exemplary, innovative practice. Use of Evidence: - Teachers are required to provide written evidence in the form of narrative responses and specific examples that directly address each indicator. - Administrators base their	5-7_Observation_Forms-Appr-Standards_1-7_Appendix_4_3012-e.docx

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		final score on the quality, relevance, and specificity of the written evidence provided, as well as observations and other documented performance. - Teacher self-assessments are valued for reflection and dialogue, but the administrator's calibrated judgment—based on observation, written evidence, and normed scoring practices—serves as the final score of record. Administrator Calibration: - Administrators undergo yearly norming and re-certification to ensure consistency, accuracy, and alignment with district expectations. - This process ensures reliable application of the rubric, consistent interpretation of performance indicators, and evidence-based decision-making. Summary: - The portfolio measure	

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		combines teacher self-reflection, written evidence, and administrator review using a standardized rubric. • Administrators hold final authority for scoring, ensuring fairness and fidelity to the district's evaluation model. • The process supports professional growth, goal setting, and summative performance determinations.	

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

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

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

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

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

The Brentwood UFSD STEPS Plan integrates the principles of the Culturally Responsive-Sustaining (CR-S) Education Framework throughout the teacher evaluation process by aligning each measure with specific NYS Teaching Standards, substandards, and performance indicators.

Welcoming and Affirming Environment is primarily addressed through Standard IV: Learning Environment (Indicators 4.1–4.4). Formal and walkthrough observations focus on how teachers establish a safe, respectful, and inclusive classroom climate (Indicator 4.1), foster positive relationships (Indicator 4.2), implement effective classroom management strategies (Indicator 4.3), and promote student ownership of learning (Indicator 4.4). Administrators look for evidence of culturally responsive routines and practices that affirm student identities and create a sense of belonging.

High Expectations and Rigorous Instruction are evaluated through Standard II: Knowledge of Content and Instructional Planning (Indicators 2.1–2.4) and Standard III: Instructional Practice (Indicators 3.1–3.5). Teachers are observed for their ability to design rigorous, standards-based lessons (Indicator 2.1), align instruction to learning goals (Indicator 2.2), use assessment data to inform planning (Indicator 2.3), and scaffold learning experiences (Indicator 2.4). Instructional practice is further assessed by examining clear communication of objectives (Indicator 3.1), use of questioning and discussion techniques (Indicator 3.2), checks for understanding (Indicator 3.3), engagement of students in higher-order thinking (Indicator 3.4), and differentiation to meet diverse needs (Indicator 3.5).

Inclusive Curriculum and Assessment are supported by Standard V: Assessment for Student Learning (Indicators 5.1–5.5) and Standard II: Knowledge of Content and Instructional Planning. Teachers provide written evidence and self-reflection describing how they utilize varied assessment tools (Indicator 5.1), interpret data for progress monitoring and differentiated instruction (Indicator 5.2), communicate assessment results (Indicator 5.3), prepare students to understand assessment formats and directions (Indicator 5.5), and ensure assessments are accessible and equitable for all learners. Administrators review these reflections to confirm that instructional choices and assessments incorporate diverse perspectives and support equity.

Ongoing Professional Learning and Support are documented through Standard VII: Professional Growth (Indicators 7.1–7.3) and

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Standard VI: Professional Responsibilities and Collaboration (Indicators 6.1–6.5). Teachers participate in professional development (Indicator 7.2), set professional growth goals (Indicator 7.1), and collaborate with colleagues (Indicator 6.2). Administrators assess engagement in professional learning communities, mentoring, and reflective practice, ensuring that teachers continually expand their knowledge and skills in culturally responsive education.

All evidence collected—whether through observation, self-reflection, or written narrative—is reviewed using rubrics that explicitly reference the NYS Teaching Standards and the CR-S Framework crosswalk. This ensures that teacher evaluation is both standards-based and culturally responsive. The district’s evaluation process helps educators reflect on and improve their ability to create student-centered classrooms by integrating CR-S principles into every measure and providing actionable feedback. Through continuous professional learning, annual evaluator calibration, and data review, Brentwood UFSD supports teachers in affirming student identities, maintaining high expectations, delivering inclusive instruction, and engaging in ongoing growth, resulting in learning environments that are responsive to the needs of all students.

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

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

At what level are professional learning goals organized?

Please select all that apply.

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

What will provide the basis for professional learning goals?

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Please select all that apply.

- ☒ Needs assessment
- ☒ Student outcome data
- ☒ Research study results
- ☒ 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
- ☒ Exit surveys from prior professional learning opportunity
- ☒ Stakeholder satisfaction surveys

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

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

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

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

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

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

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

PPSP.docx

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

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EVALUATOR TRAINING

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

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

Please read the assurances below and check each box.

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

Inter-rater Reliability

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

Please select all that apply.

- ☒ Data analysis to detect disparities on the part of the evaluators
- ☒ Inter-rater reliability is addressed during annual training
- ☒ Periodic calibration meetings and/or trainings

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TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

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

Page Last Modified: 12/11/2025

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

TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

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

Page Last Modified: 12/11/2025

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 indicator within a standard is weighted equally. The scores for all indicators are averaged to produce a single score for that standard. Overlapping Standards (e.g., Standards 3 & 4): - When a standard is assessed through multiple observations (such as both formal and walkthrough observations for Standards 3 and 4), each observation is scored separately. At the end of the evaluation cycle, the scores for that standard from all observations are averaged to determine the final rating for that standard. Reporting: - At the end of each year, a final score for the standard(s) that are observed will be reported to NYSED. Example: If Standard 3 is measured in both a formal and a walkthrough observation, the scores from both are averaged at the end of the cycle to produce the final Standard 3 rating.

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

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

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

Page Last Modified: 01/09/2026

TENURED TEACHER EVALUATION SCHEDULE

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

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

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

If subsets of tenured teachers are rated on different schedules:

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

	How often will applicable tenured teachers receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	☒ Other: Tenured teachers receive a rating for Standard I once during the evaluation cycle, in either Year 1 or Year 2. The assignment to Year 1 or Year 2 is determined by the building administrative team and documented in the district's tracking system. There is flexibility in how these determinations are made at the building level (e.g., by department, staff last name, case load, etc.), allowing each building to select the method that best fits its organizational needs.
Standard II: Knowledge of Content and Instructional Planning	☒ Other: Tenured teachers receive a rating for Standard I once during the evaluation cycle, in either Year 1 or Year 2. The assignment to Year 1 or Year 2 is determined by the building administrative team and documented in the district's tracking system. There is flexibility in how these determinations are made at the building level (e.g., by department, staff last name, case load, etc.), allowing each building to select the method that best fits its organizational needs.
Standard III: Instructional Practice	☒ Year 1 of evaluation cycle ☒ Year 2 of evaluation cycle
Standard IV: Learning Environment	☒ Year 1 of evaluation cycle ☒ Year 2 of evaluation cycle
Standard V: Assessment for Student Learning	☒ Year 3 of evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	☒ Year 3 of evaluation cycle
Standard VII: Professional Growth	☒ Year 3 of evaluation cycle
Overall Rating	☒ Year 3 of evaluation cycle

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

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

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

Page Last Modified: 08/21/2025

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

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

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

TEACHER APPEALS ASSURANCES

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

Page Last Modified: 08/21/2025

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

Please read the assurances below and check each box.

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

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

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

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

Page Last Modified: 01/08/2026

APPLICABILITY OF THE TEACHER STEPS PLAN

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

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

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

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

STEPS_BUFSD_Teacher_Plan_Signed_1_8_26.pdf

STEPS_BUFSD_Teacher_Plan_Signed_8_26_25.pdf

Brentwood Union Free School District
Professional Growth and Responsibilities Working Rubric (STEPS STAFF)
(To be completed by the teacher)

Educator's Name:		School:	
Grade Level/Subject Taught:			
Appointment Status:			
Evaluator's Name& Title:		Date:	

Rating Key:			
Does Not Meet Standards		Meets Standards	
1	2	3	4

Standard V: Assessment For Student Learning	Performance Indicators	Standard V Points	Evidence/Comments:
5.1 Utilizes Varied Assessment Tools Documenting Learning and Growth	a. Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction b. Measures and records student achievement	a. b.	
5.2 Interprets Data for Progress Monitoring and to Inform Differentiated Instruction	a. Uses assessment data as feedback to set goals with students b. Engages students in self-assessments	a. b.	
5.3 Interpretation and Communication of Assessment Data	a. Accesses, analyzes and interprets assessments		
5.5 Prepares Students to Understand the Format and Directions for Assessments	a. Communicates purposes and criteria b. Provides preparation and practice c. Provides accommodations	a. b. c.	

Standard VI: Professional Responsibilities and Collaboration	Performance Indicators	Standard VI Points	Evidence/Comments:
6.1 Upholds Standards of Practice and Policy	a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information technology d. Completes training to comply with state and local requirements and jurisdictions.	a. b. c. d.	
6.2 Communicates with Colleagues and Collaborates to Support High Expectations	a. Supports the school as an organization with a vision and mission b. Participates on an instructional team	a. b.	
6.3 Communicates with Families to Enhance Student Success	a. Communicates student performance to families		
6.4 Performs Non-Instructional Duties According to District Guidelines	a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events	a. b. c. d.	
6.5 Understand and Complies with Current Educational Law and District Policies	a. Communicates policies b. Reports concerns c. Adheres to policies and contractual obligations and accesses resources	a. b. c.	

Standard VII: Professional Growth	Performance Indicators	Standard VII Points	Evidence/Comments:
7.1 Reflects on Practice and Growth	a. Reflects on evidence of student learning		
7.2 Engage in Professional Development	a. Set goals b. Engages in professional growth to expand knowledge base	a. b.	
7.3 Communicates with Students, Colleagues and other Professionals to Improve Practice	a. Gives and receives constructive feedback b. Collaborates	a. b.	

Additional Evidence and Comments (optional):

***This form is to be utilized as a working rubric for evidence collection and as a guide to complete the official evaluation cycle of NYS Teaching Standards 1-7.**

**Brentwood Union Free School District
Instruction (STEPS STAFF)
WALKTHROUGH OBSERVATION**

Educator's Name:		School:	
Grade Level/Subject Taught:			
Appointment Status:	Tenured or Non-Tenured		
Evaluator's Name& Title:		Date:	

Rating Key:			
Does Not Meet Standards		Meets Standards	
1	2	3	4

Standard III: Instructional Practice	Performance Indicators	Standard III Points	Evidence/Comments:
3.1 Provides Instruction that is Engaging, Research-based and Aligned to Standards	a. Aligns instruction to standards b. Engages students	a. b.	
3.2 Communication Maximizes Learning and Understanding	a. Provides directions and procedures b. Uses questioning techniques to engage students c. Responds to students d. Communicates content	a. b. c. d.	
3.4 Uses a Variety of Instructional Approaches and Resources	a. Differentiates instruction		
3.5 Provides Opportunities for Collaboration and Critical Thinking	a. Provides synthesis, critical thinking, problem-solving opportunities for collaboration		
3.6 Utilizes Progress Monitoring and Feedback to Adjust Instruction	a. Uses formative assessment to monitor and adjust pacing b. Provides feedback during and after instruction	a. b.	

Standard IV: Learning Environment	Performance Indicators	Standard IV Points	Evidence/Comments:
4.1 Creates a Safe and Supportive Learning Environment	a. Interacts with students b. Supports students diversity c. Reinforces positive interactions among students	a. b. c.	
4.2 Creates an Intellectually Challenging and Stimulating Environment	a. Promotes student pride in work and accomplishments b. Promotes student curiosity and enthusiasm	a. b.	
4.3 Manages the Learning Environment	a. Establishes routines/ procedures/ transitions and expectations for student behavior b. Manages instructional groups	a. b.	
4.4 Organizes and Utilizes Available Resources	a. Organizes learning environment b. Manages volunteers and/or paraprofessionals c. Establishes classroom safety	a. b. c.	

Additional Evidence and Comments (optional):

Brentwood Union Free School District
Planning and Preparation (STEPS STAFF)
PRE-OBSERVATION CONFERENCE WORKING RUBRIC
 (To be completed by the administrator)

Educator's Name:		School:	
Grade Level/Subject Taught:			
Appointment Status:	Tenured or Non-Tenured		
Evaluator's Name& Title:		Date:	

Rating Key:			
Does Not Meet Standards		Meets Standards	
1	2	3	4

Standard I: Knowledge of Students and Student Learning	Performance Indicators	Standard I Points	Evidence/Comments:
1.1 Knowledge of Child Development	a. Demonstrates and plans using knowledge of developmental characteristics of their students		
1.2 Knowledge of Research Based Learning and Language Acquisition	a. Uses strategies to support learning and language acquisition		
1.3 Knowledge of Diverse Learning Needs	a. Plans for students strengths, interests, experiences to meet diverse learning needs of each student		
1.4 Knowledge of Individual Students	a. Communicates with parents, guardians, and/or caregivers		
1.5 Responsive to Factors that Influence Learning	a. Incorporates the knowledge of school community and environmental factors		
1.6 Demonstrates Knowledge of Technological and Information Literacy	a. Understands technological literacy and its impact on student learning		

Standard II: Knowledge of Content and Instructional Planning	Performance Indicators	Standard II Points	Evidence/Comments:
2.1 Demonstrates Knowledge of Content	a. Understands key discipline concepts, themes, learning standards and key disciplinary language		
2.2 Incorporates Content Applications, Cross-Curricular Connections and Critical Thinking	a. Incorporates diverse social and cultural perspectives b. Incorporates individual and collaborative critical thinking and problem solving	a. b.	
2.3 Utilizes Varied Instructional Strategies	a. Designs self-directed learning experiences		
2.4 Establishes Student Goals with Multiple Pathways to Achievement	a. Articulates learning objectives/goals with learning standards		
2.5 Connects Instruction to Prior Content	a. Designs instruction using current levels of student understanding b. Designs learning experiences using prior knowledge	a. b.	
2.6 Utilizes Curricular Materials to Promote Student Success	a. Organizes time b. Selects materials and resources	a. b.	

Additional Evidence and Comments (optional):

***This form is to be utilized as a working rubric for evidence collection and as a guide to complete the official evaluation cycle of NYS Teaching Standards 1-7.**

Brentwood Union Free School District
Instruction (STEPS STAFF)
FORMAL OBSERVATION WORKING RUBRIC
 (To be completed by the administrator)

Educator's Name:		School:	
Grade Level/Subject Taught:			
Appointment Status:	Tenured or Non-Tenured		
Evaluator's Name& Title:		Date:	

Rating Key:			
Does Not Meet Standards		Meets Standards	
1	2	3	4

Standard III: Instructional Practice	Performance Indicators	Standard III Points	Evidence/Comments:
3.1 Provides Instruction that is Engaging, Research-based and Aligned to Standards	a. Aligns instruction to standards b. Engages students	a. b.	
3.2 Communication Maximizes Learning and Understanding	a. Provides directions and procedures b. Uses questioning techniques to engage students c. Responds to students d. Communicates content	a. b. c. d.	
3.3 Sets High Expectations and Challenges for Students	a. Articulates measures of success b. Implements challenging learning experiences	a. b.	
3.4 Uses a Variety of Instructional Approaches and Resources	a. Differentiates instruction		
3.5 Provides Opportunities for Collaboration and Critical Thinking	a. Provides synthesis, critical thinking, problem-solving opportunities for collaboration		
3.6 Utilizes Progress Monitoring and Feedback to Adjust Instruction	a. Uses formative assessment to monitor and adjust pacing b. Provides feedback during and after instruction	a. b.	

Standard IV: Learning Environment	Performance Indicators	Standard IV Points	Evidence/Comments:
4.1 Creates a Safe and Supportive Learning Environment	a. Interacts with students b. Supports students diversity c. Reinforces positive interactions among students	a. b. c.	
4.2 Creates an Intellectually Challenging and Stimulating Environment	a. Promotes student pride in work and accomplishments b. Promotes student curiosity and enthusiasm	a. b.	
4.3 Manages the Learning Environment	a. Establishes routines/ procedures/ transitions and expectations for student behavior b. Manages instructional groups	a. b.	
4.4 Organizes and Utilizes Available Resources	a. Organizes learning environment b. Manages volunteers and/or paraprofessionals c. Establishes classroom safety	a. b. c.	

Additional Evidence and Comments (optional):

***This form is to be utilized as a working rubric for evidence collection and as a guide to complete the official evaluation cycle of NYS Teaching Standards 1-7.**

Brentwood Union Free School District
Professional Growth and Responsibilities Working Rubric (STEPS STAFF)
(To be completed by the teacher)

Educator's Name:		School:	
Grade Level/Subject Taught:			
Appointment Status:			
Evaluator's Name& Title:		Date:	

Rating Key:			
Does Not Meet Standards		Meets Standards	
1	2	3	4

Standard V: Assessment For Student Learning	Performance Indicators	Standard V Points	Evidence/Comments:
5.1 Utilizes Varied Assessment Tools Documenting Learning and Growth	a. Designs an assessment system and selects assessments and a grading system to establish learning goals and inform instruction b. Measures and records student achievement	a. b.	
5.2 Interprets Data for Progress Monitoring and to Inform Differentiated Instruction	a. Uses assessment data as feedback to set goals with students b. Engages students in self-assessments	a. b.	
5.3 Interpretation and Communication of Assessment Data	a. Accesses, analyzes and interprets assessments		
5.5 Prepares Students to Understand the Format and Directions for Assessments	a. Communicates purposes and criteria b. Provides preparation and practice c. Provides accommodations	a. b. c.	

Standard VI: Professional Responsibilities and Collaboration	Performance Indicators	Standard VI Points	Evidence/Comments:
6.1 Upholds Standards of Practice and Policy	a. Demonstrates ethical, professional behavior b. Advocates for students c. Demonstrates ethical use of information and information technology d. Completes training to comply with state and local requirements and jurisdictions.	a. b. c. d.	
6.2 Communicates with Colleagues and Collaborates to Support High Expectations	a. Supports the school as an organization with a vision and mission b. Participates on an instructional team	a. b.	
6.3 Communicates with Families to Enhance Student Success	a. Communicates student performance to families		
6.4 Performs Non-Instructional Duties According to District Guidelines	a. Maintains records b. Manages time and attendance c. Maintains classroom and school resources and materials d. Participates in school and district events	a. b. c. d.	
6.5 Understand and Complies with Current Educational Law and District Policies	a. Communicates policies b. Reports concerns c. Adheres to policies and contractual obligations and accesses resources	a. b. c.	

Standard VII: Professional Growth	Performance Indicators	Standard VII Points	Evidence/Comments:
7.1 Reflects on Practice and Growth	a. Reflects on evidence of student learning		
7.2 Engage in Professional Development	a. Set goals b. Engages in professional growth to expand knowledge base	a. b.	
7.3 Communicates with Students, Colleagues and other Professionals to Improve Practice	a. Gives and receives constructive feedback b. Collaborates	a. b.	

Additional Evidence and Comments (optional):

***This form is to be utilized as a working rubric for evidence collection and as a guide to complete the official evaluation cycle of NYS Teaching Standards 1-7.**

**Brentwood Union Free School District
Instruction (STEPS STAFF)
WALKTHROUGH OBSERVATION**

Educator's Name:		School:	
Grade Level/Subject Taught:			
Appointment Status:	Tenured or Non-Tenured		
Evaluator's Name& Title:		Date:	

Rating Key:			
Does Not Meet Standards		Meets Standards	
1	2	3	4

Standard III: Instructional Practice	Performance Indicators	Standard III Points	Evidence/Comments:
3.1 Provides Instruction that is Engaging, Research-based and Aligned to Standards	a. Aligns instruction to standards b. Engages students	a. b.	
3.2 Communication Maximizes Learning and Understanding	a. Provides directions and procedures b. Uses questioning techniques to engage students c. Responds to students d. Communicates content	a. b. c. d.	
3.4 Uses a Variety of Instructional Approaches and Resources	a. Differentiates instruction		
3.5 Provides Opportunities for Collaboration and Critical Thinking	a. Provides synthesis, critical thinking, problem-solving opportunities for collaboration		
3.6 Utilizes Progress Monitoring and Feedback to Adjust Instruction	a. Uses formative assessment to monitor and adjust pacing b. Provides feedback during and after instruction	a. b.	

Standard IV: Learning Environment	Performance Indicators	Standard IV Points	Evidence/Comments:
4.1 Creates a Safe and Supportive Learning Environment	a. Interacts with students b. Supports students diversity c. Reinforces positive interactions among students	a. b. c.	
4.2 Creates an Intellectually Challenging and Stimulating Environment	a. Promotes student pride in work and accomplishments b. Promotes student curiosity and enthusiasm	a. b.	
4.3 Manages the Learning Environment	a. Establishes routines/ procedures/ transitions and expectations for student behavior b. Manages instructional groups	a. b.	
4.4 Organizes and Utilizes Available Resources	a. Organizes learning environment b. Manages volunteers and/or paraprofessionals c. Establishes classroom safety	a. b. c.	

Additional Evidence and Comments (optional):

The Personal Professional Support Plan (PPSP)

For teachers who that receive a STEPS Level rating of “Level 1” or “Level 2,” school districts are required to develop and implement a Personal Professional Support Plan (PPSP) as soon as possible, but no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year. The sole purpose of the PPSP is the improvement of teaching practice. The goal of a PPSP is to provide resources and support for teachers rated “Level 1” or “Level 2” and is not to be considered disciplinary in nature. The PPSP will be developed in collaboration with the assigned evaluator, the teacher, and a representative from the BTA. Collaboratively, they will determine the strategies to be undertaken to correct any deficiencies. The PPSP identifies areas in need of improvement, establishes a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher’s improvement in these areas.

Teacher: _____

Building: _____

Grade/Subject: _____

Evaluator: _____

BTA Representative: _____

Effective Date: _____

Priority Order	Areas Needing Development	Performance Goal

Describe the plan for improvement with specific, measurable objectives, timeline, and process the teacher must meet to achieve an effective rating.

Describe the professional development opportunities, materials, resources, and supports the district will make available.

Assignment of a Mentor Teacher: Yes / No

Name of Mentor: _____

The teacher, evaluator, mentor (if applicable), and BTA representative shall meet on the following date _____ to assess the effectiveness and appropriateness of the PPSP in assisting the teacher to achieve the goals set forth in the PPSP. Based on the outcome of this assessment, the PPSP shall be modified accordingly. See Page 3 of PPSP.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

BTA Representative's Signature: _____ Date: _____

OR Teacher's Initials Waiving BTA Representation: _____ Date: _____

PPSP Meeting Dates

Meeting Date: _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date: _____

Evaluator's Comments:

Teacher's Comments:

Meeting Date: _____

Evaluator's Comments:

Teacher's Comments:

Recommendation for Results of PPSP

- ☐ The teacher has met performance goals identified through the PPSP and therefore has earned a "Level 3" STEPS rating.
- ☐ The teacher has not met the performance goals and therefore maintains the rating of "Level 1" or "Level 2."

Signatures, dates

Superintendent Signature:

Date:

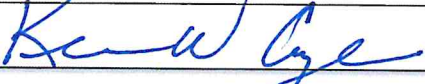
 8/27/28

Superintendent Name (print):

Wanda Ortiz-Rivera

Teachers Union President Signature:

Date:

 8/27/28

Teachers Union President Name (print):

Kevin Coyne, Jr.

Board of Education President Signature:

Date:

 8/27/28

Board of Education President Name (print):

Eileen Felix

TEACHER STEPS CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Standards-based Educator Evaluation and Professional Support plan ("STEPS plan") for teachers.

By signing this document, the LEA and its collective bargaining agent(s) certify: that the Educator Evaluation plan submitted to the Commissioner constitutes the LEA's complete STEPS plan for teachers, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, that such plan complies with the requirements of Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents, and that the plan has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify that such plan will be fully implemented by the LEA, all statements made herein are true and accurate, there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the STEPS plan, and no material changes will be made to the plan through collective bargaining or otherwise, except upon review and acceptance by the Commissioner in accordance with Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents.

The LEA and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their STEPS plan:

- Assure that the STEPS plan rating will be used as a significant factor in teacher development, including but not limited to coaching, induction support, and differentiated professional development for all teachers;
- Assure that the LEA will provide the teacher with timely, actionable feedback on their practice based on the information collected as part of the STEPS plan;
- Assure that the entire STEPS plan will be completed and ratings shall be provided to the teacher prior to the start of the school year following their evaluation, or as soon as practicable thereafter;
- Assure that the STEPS plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan's review by the Commissioner, whichever shall occur later;
- Assure that any material changes to the LEA's STEPS plan will be submitted to the Commissioner for compliance by no later than March 1 of the school year that the plan is to be implemented;
- Assure that any selected evaluation measure 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, for each NYS Teaching Standard and the overall rating, a Level 1- 4 score will be assigned consistent with the LEA's expectations for teaching and learning and with the Rules of the Board of Regents;
- Assure that all evaluators will be properly trained in accordance with the Rules of the Board of Regents;
- Assure that LEA will maintain a comprehensive system of professional learning for all teachers;
- Assure the LEA will use data, including but limited to data from the STEPS plan to inform, plan and assess the effectiveness of professional learning system;
- Assure that teachers who receive an overall rating of Level 1 or 2 shall have a personalized professional development plan;
- Assure that teachers have an opportunity to provide written comment on their STEPS plan ratings and overall score, and if the LEA has collectively bargained appeal procedures, they are consistent with the Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents;
- Assure that all educators receive appropriate training on the NYS-STEPS system and the LEA's STEPS plan to encourage engagement and participation;
- Assure that the individual scores for each building teacher will be reported to SED for each NYS Teaching standard, as well as the overall rating in a manner prescribed by the Commissioner;

Signatures, dates

Superintendent Signature:

Date:

1/6/2024



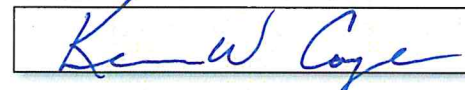
Superintendent Name (print):

Wanda Ortiz-Rivera

Teachers Union President Signature:

Date:

1/6/26



Teachers Union President Name (print):

Kevin Coyne, Jr.

Board of Education President Signature: Date:

1/8/26



Board of Education President Name (print):

Eileen Felix