

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

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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.
-

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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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**

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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.

☒ Goal setting and attainment

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

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

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

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

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**

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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	This standard will be evidenced by teachers showing an understanding of their students' developmental characteristics, using research based information to support their plans, and communication and technology being used effectively to work with students. This standard is measured by goal setting and attainment in that teachers will set goals based on the data they have about their students and improvements they would like to make in specific areas. The goals will be reviewed and approved by the administrator and will include a reason for selecting the goal and evidence of progress. A meeting will occur at the beginning of the year and the end of the year to review progress, implementation, and achievement of the goal. This measure is the most appropriate way to assess the standard because oftentimes when visiting classrooms, you see the teacher differentiating for students, however through observation, it is hard to always know the "why". Through goal setting and attainment, the teacher can demonstrate specifically what they know about each student and use that when discussing the rationale for their goals.
Standard II: Knowledge of Content and Instructional Planning	This standard will be evidenced by: lessons that have clear learning objectives that are posted and reviewed with the students, include concepts from other subject areas for cross-disciplinary learning, and models effective communication skills to solve problems and think critically. This standard is measured by classroom visits in that the components can be observed during lessons. The teacher will get feedback from classroom visits in order to reflect on their teaching. There are components of a planning meeting and a reflection meeting for some classroom visits. This measure is the most appropriate way to assess this standard due to the ability to observe the teacher delivering the content in conjunction with the reference of the curriculum maps and pacing guides that the observer has access to. Evidence based observations will be scored using a rubric that will allow the teacher to reflect on where they may need to grow as well as what they are doing well.
Standard III: Instructional Practice	This standard will be evidenced by: standards aligned instruction, formative assessments and adjusting instruction based on their results, and providing of learning opportunities where students collaborate in groups. This standard is measured by classroom visits in that the components can be observed during lessons. The teacher will get feedback from classroom visits in order to reflect on their teaching. There are components of a planning meeting and a reflection meeting for some classroom visits.

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

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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.
	This measure is the most appropriate way to assess this standard due to the ability to observe these components in action during lessons. The ability to differentiate, flex a lesson, and meet students needs will be assessed during classroom visits. A key piece of evidence will be communication which will be rated on the rubric. Rubric ratings will allow the teacher to determine stronger instructional practices they can use in the future. Evidence based observations will be scored using a rubric that will allow the teacher to reflect on where they may need to grow as well as what they are doing well.
Standard IV: Learning Environment	The standard will be evidenced by: teacher displaying, teaching, and addressing behavioral expectations within the classroom, opportunities for instructional groupings to allow for active engagement with the learning and the ability to express themselves. This standard is measured by classroom visits. The way the students are greeted, the furniture placement according to the task, accessibility to materials, and the interactions among all in the classroom will be noted. Evidence based observations will be scored using a rubric that will allow the teacher to reflect on where they may need to grow as well as what they are doing well. This measure is the most appropriate to assess this standard as it is clear during a classroom observation if the learning environment is one that students are routinely aware of and expected to adhere to or if it is something that is not routine.
Standard V: Assessment for Student Learning	This standard will be evidenced by: formative and summative assessments used regularly in the class to inform instruction. Regular feedback is given to students individually. Student will also set goals and self assess their achievement of those goals. This standard will be used during classroom visits. Evidence of formative assessments and adjustments to the lesson, as well visual rubrics, progress monitoring, and exit tickets will all be looked for. Evidence of students helping to create the evaluation system, having more than one way to assessed, and student understanding how they will be assessed will all be included in the rating on the rubric. This measure is the most appropriate way to assess this standard as formative assessments can be observed during teaching, as well as the change in instruction based on the results of those formative assessments. During a classroom visit, evidence of goal setting and rubrics for summative assessments would be visible throughout the classroom. Students would also be able to show and explain how they

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

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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.
	are being assessed. Evidence based observations will be scored using a rubric that will allow the teacher to reflect on where they may need to grow as well as what they are doing well.
Standard VI: Professional Responsibilities and Collaboration	This standard will be evidenced by: collaboration with others to achieve their goal and using self reflection to asses and adjust their success at reaching their goals. This standard will be measured through goal setting and attainment. There will be a reflection on collaboration to reach their goals, as well as their fulfillment of professional responsibilities. This information will be gathered at the end of year summary conversation around attainment of their goals. This measure is the most appropriate way to assess this standard as collaboration happens outside of the direct teaching time. The work that teachers do with their colleagues throughout the year will serve as evidence for this standard. This work happens at tier 1 meetings where teachers bring student data and discuss best practices.
Standard VII: Professional Growth	This standard will be evidenced by: staff reflecting on their current needs and setting goals for growth, staff reflection on their practice and their goals, as well as their willingness to receive feedback. This will be measured through goal setting and attainment. The ability to reflect on their practice, their goals, and provide and receive feedback with their colleague will be discussed at the end of year summary conversation around attainment of their goals. This measure is the most appropriate way to assess this standard as staff reflections will be able to determine what professional development teachers have taken, what they have implemented and the measure of their growth.

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PART 2. TEACHER EVALUATION - 2D. Goal Setting and Attainment

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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.

☒ Professional learning topics

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.

NYS Professional Learning Plan 1.pdf

Goal Setting and Evaluation

	WHO WILL SET GOALS FOR TEACHERS? <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?
	☒ Teacher (self-determined) ☒ Supervisor	☒ Teacher (self-monitoring)	☒ Supervisor	1x/academic year (end of year review)

Goal Attainment Scoring

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

HOW IS GOAL ATTAINMENT SCORED?

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

Specific measurable goals are written and aligned to each standard, for example, goal one measures Standard I. There will be evidence collected throughout the year to assess the attainment of the goals.

The evidence compared to the rubric will include data tracking, agendas, implementation data, etc. Feedback will be provided throughout the year.

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At the end of the year, the teacher will reflect on their instructional practice, progress toward their goals, and areas of growth.

This reflection will be written as well as discussed during an end of year meeting with the evaluator.

The goal setting and attainment measure is scored based on the rubric. Each standard will receive a 1-4 rating based on all the evidence that has been collected and reviewed using the NYS PLP rubric attached. That score will be the Standard's score.

Standards I, VI, and VII will each receive a single score from the rubric at the end of the process.

If applicable, upload scoring-related documentation.

NYS PLP rubric sheets - Sheet1.pdf

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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?

Other (please provide the name of the instrument and upload it below)

If "Other" was selected above, please enter the name and upload the instrument below.

The instrument will be reviewed to ensure it addresses all of the NYS Teaching Standards and is aligned with the four (4) scoring categories below.

- **Level 1 = Significantly below expectations aligned to teaching standards**
- **Level 2 = Partially meets expectations aligned to teaching standards**
- **Level 3 = Meets expectations aligned to teaching standards**
- **Level 4 = Exceeds expectations aligned to teaching standards**

District Created

NYS classroom visit rubric sheets - Sheet1.pdf

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

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

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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.

Teachers will receive (2) 1-4 scores for each of the following: Standard II, III, IV, V. Each of the two scores will be weighted equally and averaged, giving each of these Standards one score. -These are derived from the evidence collected at each of the two classroom visits based on the attached rubric.

Probationary teachers will receive one formal (announced) and one informal (unannounced).

Tenured teachers will have the option of receiving 2 informal (one announced, one unannounced) or 1 formal, 1 informal.

Formal classroom visits consist of a pre and post conference as well as the visit.

The district created rubric combines components of Danielson and the New York State Teaching Standards indicators.

Use the range chart provided here to calculate a whole number for each final standard score.

1.0 - 1.9	Beginning	1
2.0 - 2.8	Developing	2
2.9 - 3.4	Proficient	3
3.5 - 4.0	Exemplary	4

Educator Evaluation §3012-e - Education Law §3012-e**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 classroom visits will address Welcoming and Affirming Environment by assessing how students are greeted by the teacher and each other, as well as how each student is recognized as a valued member of the classroom community. Evidence of this will look like: Students expressing belonging • Classroom visuals and resources representing varied cultural identities • Student voices shaping classroom culture • Evidence of safety, belonging, and respect in student interactions -Family engagement strategies reflecting cultural responsiveness • Reciprocal communication • Evidence of partnerships with community organizations

The classroom visits will address High Expectations and Rigorous Instruction as the level of questioning and discussion, vocabulary, and differentiation will be observed. Evidence of this would look like: Varied instructional strategies tied to students' cultural frames of reference • High levels of student participation • Differentiated learning opportunities that honor multiple ways of knowing

The classroom visits will address Inclusive Curriculum and Assessment through observation of cultural diverse instructional materials being used as well as formative and summative assessments used. The level of knowledge and understanding by the students of how they are being assessed will be observed, as well as the differentiation in assessments based on student need. Evidence of this will look like: Lesson plans reflecting students' cultural backgrounds • Student work that highlights personal experiences • Classroom discussions affirming student identities -Curriculum maps and instructional resources with multicultural perspectives • Student engagement with materials that reflect their identities • Assignments connecting content to culturally meaningful issues-Diverse assessment types • Student choice in demonstrating learning • Equitable interpretation of results that account for linguistic and cultural differences

Ongoing Professional Learning and Support will be addressed by both classroom visits and personal goal setting. Teachers will receive feedback regarding their practices in the classroom that are observed through the classroom visits. The personal goals and learning plan will identify areas that staff need to grow in and learn more about. The professional learning plan goals could also address any of these areas dependent on what the focus is for each teacher.

Based on the information gathered from the classroom observation as well as data associated with the professional learning plan, teachers will received feedback and coaching regarding including varied instructional strategies, varied grouping of students, and varied

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

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assessments to show what they learn. Participation in ongoing professional learning centered on equity and CR-S education • Reflective practice documentation • Growth plans focused on equity and inclusion

The 2025-2026 Professional Development Plan supports teachers in this learning by providing specific PD related to this. Here are some of the offerings:

Equitable Grading, Portrait of a Graduate, BIMAS-2, Restorative Practices, Trauma Informed Practices, Function Based Thinking, De-escalation, Interrupting Harmful Comments, Student Led Conferencing, Supporting English Language Learners, Effective Parent Communication

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

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

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.

- ☒ **Building leadership**
- ☒ **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**
- ☒ **Parent/family surveys/feedback**

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

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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.***

- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Professional learning community (PLC) meetings
- ☒ Other: Instructional Coach meetings

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

- ☒ General survey
- ☒ Informal/formal conversations

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

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

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

- ☒ 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 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

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

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Level 1 or Level 2 on their evaluation.

NYS Blank Action Plan TSP.pdf

Educator Evaluation §3012-e - Education Law §3012-e**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
- ☒ As an LEA, we conduct our own training

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

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

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TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

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

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Which teachers does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	<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.	

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

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Which teachers does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>		
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	Final standard scores will be weighted in this way: Standard I-5% Standard II-20% Standard III-20% Standard IV- 20% Standard V-20% Standard VI-5% Standard VII-10% The weighted average of all standards will be calculated, which will provide the rating score for the chart below.		
	Total Score	Overall Rating	Overall Rating
	1.0 - 1.9	Significantly Below Expectations	1
	2.0 - 2.8	Partially Meets Expectations	2
	2.9 - 3.4	Meets Expectations	3
	3.5 - 4.0	Exceeds Expectations	4

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

- ☒ ALL tenured teachers are evaluated on an annual cycle (a teacher receives a rating for each standard and an overall rating every year).

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

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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			☒ 3		☒ 5		☒ 7		☒ 9	
Professional portfolios										
Surveys and feedback										
Goal setting and attainment	☒ 1	☒ 2		☒ 4		☒ 6		☒ 8		☒ 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**

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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 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	The professional learning goals and reflection will allow the principals' strengths and opportunities for their professional growth within this standard as they will set goals to ensure the leadership of their building is aligned the district's mission, vision, and core values. The principal will set a goal around what areas need to show growth in their building and will complete actions to make this growth. This standard must be measured by goal setting and reflection. The principals do not have a choice.
Standard 2: Ethics and Professional Norms	The professional learning goals and reflection will allow the principals' strengths and opportunities for their professional growth within this standard as they will set goals to ensure the leadership of their building has ethics and professional norms embedded in a way that will measured. This measure was selected for this standard as evidence of this can be provided through written communications, meeting minutes, building initiatives and agendas, etc. that can be collected throughout the year to measure growth. Although this can be observed through interactions during a school visit, this measure was selected for this standard as evidence of this can be provided through written communications, meeting minutes, and agendas, surveys etc. that can be collected throughout the year. This standard must be measured by goal setting and reflection. The principals do not have a choice.
Standard 3: Equity and Cultural Responsiveness	The school visit measure will allow the principals' strengths and opportunities for their professional growth within this standard as they will be observed in their school setting and receive feedback on evidence of equity and cultural responsiveness or the lack thereof. This standard will be measured during school visits. This measure can be observed by interactions between individuals in the school, diverse recognition of students, and through restorative practices used in all settings around the school. Principals can use their rubric rating to determine areas of effective practice and areas that need to be an area for growth. This standard must be measured by school visits. The principals do not have a choice.
Standard 4: Curriculum, Instruction, and Assessment	The professional learning goals and reflection will allow the principals' strengths and opportunities for their professional growth within this standard as they will set goals to ensure that the curriculum, instruction, and assessment are aligned to positively impact student achievement in their building. This measure is the best way to assess this standard due to the agendas, processes, and actions of data review meetings, and curriculum map development to include social emotional benchmarks, computer science standards, as well as academic standards. Regents data, report card data, and graduation data

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

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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 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.
	can all be used as measures for goal evidence. This standard must be measured by goal setting and reflection. The principals do not have a choice.
Standard 5: Community of Care and Support for Students	The school visit measure will allow the principals' strengths and opportunities for their professional growth within this standard as they will be observed in their school setting and receive feedback on evidence of the community of care and support for students. School visits allow the climate of the school to be observed in the way the school community interacts with the leader and each other. Student supports can be observed whether in the classroom or with de-escalation supports outside the classroom setting. This standard must be measured by school visits. The principals do not have a choice.
Standard 6: Professional Capacity of School Personnel	The professional learning goals and reflection will allow the principals' strengths and opportunities for their professional growth within this standard as they will set goals to ensure professional development plans and implementation, as well as supervision of staff is completed. This may include professional development provided by the principal or opportunities provided through BOCES or outside trainers that the principal schedules based on their building staffs' needs. Using this measure to assess the standard allows data to be collected throughout the year on the professional development that has been provided to staff both in whole group setting and smaller, specific settings based on staff need. Agendas, presentations, and minutes can also be collected to demonstrate professional development given and leadership roles that staff members have taken to instruct each other. This standard must be measured by goal setting and reflection. The principals do not have a choice.
Standard 7: Professional Community for Teachers and Staff	The school visit measure will allow the principals' strengths and opportunities for their professional growth within this standard as they will be observed in their school setting and receive feedback on evidence of components of the professional community for teachers and staff. This measure allows this standard to be assessed in a variety of instances within the building. Interactions, progress charts, celebrations, etc, are all ways this could be observed during a school visit. This standard must be measured by school visits. The principals do not have a choice.
Standard 8: Meaningful Engagement of Families and Community	The professional learning goals and reflection will allow the principals' strengths and opportunities for their professional growth within this standard as they will set goals to ensure that they have a measurable plan to improve and demonstrate meaningful engagement of families and communities.

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

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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 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.
	This measure allows this standard to be assessed due to evidence that can be reviewed that include written communications to parents, community partner evening activities scheduled, as well communication to the partners, as well as publicity to invite the community in to school events. This standard must be measured by goal setting and reflection. The principals do not have a choice.
Standard 9: Operations and Management	The school visit measure will allow the principals' strengths and opportunities for their professional growth within this standard as they will be observed in their school setting and receive feedback on the daily operations and management of the building. This measure best assesses this standard due to the ability to observe the human resources that are allocated to students throughout the school setting as well as the communications between the leader and teachers, secretaries, coaches, and students. The management of day to day safety, cleanliness, etc.can be observed during these visits as well. This standard must be measured by school visits. The principals do not have a choice.
Standard 10: School Improvement	The professional learning goals and reflection will allow the principals' strengths and opportunities for their professional growth within this standard as they will set goals to identify areas of school improvement which will be measured by progress on their school improvement plan data. Using this measure to assess the standard allows data to be collected throughout the year on the data tracking processes and meetings that result in changed practices. Agendas and minutes can also be collected to demonstrate the leadership of the staff in school improvement efforts through leading their tier 1 meetings and faculty meetings. This standard must be measured by goal setting and reflection. The principals do not have a choice.

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

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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
- ☒ Survey responses
- ☒ Professional learning topics

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.

NYS Administrator Professional Learning Plan 1.pdf

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	Continually (multiple designated checkpoints throughout the academic year)

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.

At the beginning of the school year, the principals will create a school improvement goal that will be measured by PSEL Standard 4: Curriculum, Instruction, and Assessment and PSEL Standard 8: Meaningful Engagement of Families and Community.

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

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They will also create a professional goal that will be assessed against PSEL Standard 1: Mission, Vision, & Core Values and PSEL Standard 2: Ethics & Professional Norms.

The evaluator and administrator will meet to determine that the goals they have chosen aligns to a professional learning need of theirs, as well as if they meet the objective of the standards they are being measured by.

There will be evidence collected throughout the year to assess the goal setting process and the attainment of the goals. Feedback will be provided throughout the year.

In addition to assessing the goal setting process and attainment, at the end of the year, the administrator will reflect on their instructional practice, progress toward their goals, and areas of growth. This will be measured as compared to PSEL Standard 6: Professional Capacity of School Personnel and PSEL Standard 10: School Improvement.

This reflection will be written as well as discussed during an end of year meeting with the evaluator.

The PSEL Standards' goal setting and attainment measure will receive a 1-4 score based on the rubric at the end of the year.

If applicable, upload scoring-related documentation.

NYS principal PLP rubric sheets - Sheet1 1.pdf

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

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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?

Other (please provide the name of the instrument and upload it below)

If "Other" was selected, please enter the name and upload the instrument below.

The instrument will be reviewed to ensure it addresses all of the Professional Standards for Educational Leaders and is aligned with the four (4) scoring categories below.

- ***Level 1 = Significantly below expectations aligned to professional standards for educational leaders***
- ***Level 2 = Partially meets expectations aligned to professional standards for educational leaders***
- ***Level 3 = Meets expectations aligned to professional standards for educational leaders***
- ***Level 4 = Exceeds expectations aligned to professional standards for educational leaders***

District created

NYS principal school visit rubric sheets - Sheet1 1.pdf

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	☒ 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

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits**

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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.

There will be 2 school visits each year.

One announced and once unannounced.

School visits could consist of observations of faculty meetings, delivery of professional development, MTSS meetings, or any other meetings determined to provide data to assess the standards. School visits also can consist of a "walk and talk" while visiting classrooms to demonstrate evidence. School visits are scheduled monthly. Two of the school visits will be scored, as determined by the evaluator.

School visits are scored based on the PSELs 3, 5, 7, 9 through a combined rubric using the district developed rubric based on the language of McRel and PSEL Standards. Each of the standards will be scored on each school visit on a 1-4 basis using the attached rubric. Each standard's score is equally averaged between the 2 visits and that is the final score for that standard.

A whole number for each standard will be determined using the conversion chart below.

1.0 - 1.9	Beginning	1
2.0 - 2.8	Developing	2
2.9 - 3.4	Proficient	3
3.5 - 4.0	Exemplary	4

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

The building visits will address Welcoming and Affirming Environment by assessing how students, staff and community are greeted and welcomed into the building as well as how each person is recognized as a valued member of the learning community. This could look like personal greetings, resources posted that are varied to show an appreciation for cultures. This also looks like morning meetings that occur in classrooms as well as restorative practices that are used. Meetings that begin with a welcoming activity also would be evidence to support this area.

The building visits will address High Expectations and Rigorous Instruction as the level of questioning and discussion, vocabulary, and differentiation will be observed. Student work will be displayed that demonstrates learning and output in a variety of ways.

The building visits will address Inclusive Curriculum and Assessment through observation of cultural diverse instructional materials being used as well as formative and summative assessments used. The level of knowledge and understanding by the students of how they are being assessed will be observed, as well as the differentiation in assessments based on student need.

Ongoing Professional Learning and Support will be addressed by both building visits and personal goal setting. Principals will receive feedback regarding the building visits. The personal goals and learning plan will identify areas that staff need to grow in and learn more about.

The professional learning plan goals could also address any of these areas dependent on what the focus is for each principal. Each principal has created and implemented, with a team of stakeholders, a building improvement plan which is created from the Strategic Action Plan paired with the needs of the building.

Based on the information gathered from the building visits as well as data associated with the professional learning plan, principals will receive feedback and coaching regarding strength areas in their building and areas of growth.

The areas of need based on the population of the students (specifically SWD's needs, and ENL students) and building initiatives drive this work.

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

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PROFESSIONAL LEARNING AND GROWTH

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

A significant component of a STEPS plan is the requirement that LEAs maintain a comprehensive system of professional learning for all 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**
- ☒ **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**
- ☒ **Parent/family surveys/feedback**

What qualitative and/or quantitative data or information sources does your LEA review to determine principal

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

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and/or student needs?***Please select all that apply.***

- ☒ Formative/summative assessment data
- ☒ School visit notes
- ☒ Stakeholder satisfaction surveys

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

- ☒ Supervisor meetings
- ☒ Professional learning through a BOCES
- ☒ Goal tracking forms/documents
- ☒ Other: General professional development is provided to all administrators, however based on the administrators area of need, they are given PD specifically based on that need . For example, one administrator may be sent to People Styles while another would not be. People Styles is a training where individuals learn their communication style and other types of communication styles to help them better communicate with others.

Assessing Impact**How will the LEA determine whether principals 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 principal 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 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 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

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

PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth

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Level 1 or Level 2 on their evaluation.

NYS Blank Action Plan ASP.pdf

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6B. 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
- ☒ As an LEA, we conduct our own training

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 evaluate 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.

- ☒ 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
- ☒ Other: The administrators' union provides feedback to the evaluator if there are perceived inconsistencies in scoring.

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

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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: 05/08/2026

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	☒ All standards, 1-10	☒ (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 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? If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.
☒ All principals	Each standard will be given a 1-4 rating.
☐ Principal group 1	Standards will be weighted and averaged together to determine the overall rating. The standards will be weighted as follows:
☐ Principal group 2	Standard 1-2.5%
☐ Principal group 3	

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

PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings

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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>																	
	Standard 2-2.5% Standard 3-20% Standard 4-2.5% Standard 5-20% Standard 6-5% Standard 7-20% Standard 8-2.5% Standard 9-20% Standard 10-5% This chart will be used to determine the overall rating: <table border="1"> <thead> <tr> <th>Total Score</th> <th>Overall Rating</th> <th>Overall Rating</th> </tr> </thead> <tbody> <tr> <td>1.0 - 1.9</td> <td>Significantly Below Expectations</td> <td>1</td> </tr> <tr> <td>2.0 - 2.8</td> <td>Partially Meets Expectations</td> <td>2</td> </tr> <tr> <td>2.9 - 3.4</td> <td>Meets Expectations</td> <td>3</td> </tr> <tr> <td>3.5 - 4.0</td> <td>Exceeds Expectations</td> <td>4</td> </tr> </tbody> </table>			Total Score	Overall Rating	Overall Rating	1.0 - 1.9	Significantly Below Expectations	1	2.0 - 2.8	Partially Meets Expectations	2	2.9 - 3.4	Meets Expectations	3	3.5 - 4.0	Exceeds Expectations	4
Total Score	Overall Rating	Overall Rating																
1.0 - 1.9	Significantly Below Expectations	1																
2.0 - 2.8	Partially Meets Expectations	2																
2.9 - 3.4	Meets Expectations	3																
3.5 - 4.0	Exceeds Expectations	4																

PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS

Are tenured principals evaluated on an annual or multi-year evaluation cycle?

☒ ALL tenured principals are evaluated on an annual cycle (a principal receives a rating for each standard and an overall rating every year).

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

Page Last Modified: 09/04/2025

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: 09/04/2025

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: 06/10/2026

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.

LEA STEP Certification-North Rose-Wolcott CSD.pdf

Principals STEP Certification-North Rose-Wolcott CSD.pdf

Teacher STEP Certification-North Rose-Wolcott CSD.pdf

Rating	Standard I Knowledge of Students & Students Learning	Standard VI Professional Responsibilities and Collaboration	Standard VII Professional Growth
1-Beginning	Demonstrates limited understanding of students' developmental levels, interests, backgrounds, and learning needs. Instruction is not adapted to student differences.	Rarely meets professional responsibilities (e.g., deadlines, communication). Collaboration with colleagues, families, or the community is minimal or ineffective.	Demonstrates minimal reflection on practice. Rarely engages in professional development or uses feedback to improve instruction. Limited evidence of commitment to growth.
	Teacher is unable to demonstrate in planning, the developmental characteristics of their students.	Teacher interactions with colleagues, students, families and the public are characterized by dishonesty and/or unethical, self-serving conduct. Teacher is not selfreflective and/or unreceptive to feedback as a way to adjust professional behavior.	Teacher does not examine and/or analyze formal and informal evidence of student learning to inform professional growth
	Teacher designs lessons with few strategies that support student learning and language acquisition needs.	Teacher does not advocate to meet the needs of students resulting in some students or groups being ill served.	Teacher rarely uses reflection or other information to identify strengths and weaknesses or bias to plan professional growth
	Teacher is unable to identify research to plan or explain instructional decisions.	Teacher does not comply with or advocate for the ethical use of information or information technology	Teacher does not set goals to enhance strengths or address weaknesses in teaching practice.
	Teacher planning does not vary or modify instruction to meet diverse learning needs of students using student strengths, interests or experiences.	Teacher does not complete trainings to meet State and local requirements.	Teacher does not engage in expanding knowledge of research in curriculum, instruction, and assessment method
	Teacher does not communicate directly with student's parents, guardians, and/or caregivers to enhance student learning and/or does not accommodate the communication needs of the family	Teacher fails to understand or acknowledge the school's historical, cultural, political or social context. Teacher does not support the school and district vision and mission and/or engages in practices that are explicitly contrary to the vision and mission	Teacher does not give or receive constructive feedback to improve professional practice
	Teacher does not incorporate knowledge and understanding of the school community when designing instruction	Teacher makes no effort to collaborate with teammates, paraprofessionals and volunteers or to share information and/or best practices with colleagues to support high expectations for student learning.	Teacher does not collaborate with peers, or interactions are negative.
	Teacher does not consider students' personal and family experiences when planning delivery of instruction.	Teacher does not collaborate with the larger community to access and/or share learning resources	Teacher does not belong to any relevant professional organizations. Teacher does not access and/or use professional resources to increase understanding of teaching and learning
	Teacher does not plan the use of available technological tools or a variety of communication strategies to engage students or assist them in becoming critical users of quality information.	Teacher does not or rarely communicates expectations, student performance, or progress, with family's guardians/caregivers to enhance student development and achievement and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	
		Teacher does not collect required data and/or records are in disarray, incomplete, or error-filled.	
		Teacher does not manage his/her time and/or attendance in adherence with district guidelines, negatively impacting student learning	
		Teacher does not maintain classroom and/or school resources and materials	
		Teacher does not participate in school district events.	
		Teacher does not communicate relevant regulations and policies to stakeholders or is unaware of such policies	
		Teacher does not report instances of child abuse, safety violations, bullying or other concern	

		Teacher does not adhere to or access information about board policies, school/district procedures, and/or contractual obligations.	
	Standard I Knowledge of Students & Students Learning	Standard VI Professional Responsibilities and Collaboration	Standard VII Professional Growth
2-Developing	Shows some understanding of students' characteristics and learning needs. Makes basic attempts to adapt instruction, but strategies may be inconsistent or minimally effective.	Inconsistently fulfills professional responsibilities. Engages in basic collaboration with colleagues and families, but interactions may lack depth or follow-through.	Shows some reflection on instructional practice and is open to feedback. Participates in professional development but inconsistently applies new learning to practice.
	Teacher demonstrates in planning, some knowledge of the developmental characteristics of their students	Teacher interactions with colleagues, students, families and the public are usually characterized as honest and ethical. Teacher occasionally self- reflects and/or accepts feedback as a way to adjust professional behavior	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.
	Teacher designs lessons to include some instructional strategies that support the learning and language acquisition needs of some students.	Teacher sometimes advocates to meet the needs of students efforts.	Teacher occasionally uses reflection and other information to identify strengths and weaknesses or bias to plan professional growth. Teacher may need guidance selecting appropriate professional opportunities.
	Teacher can identify research to plan but not explain instructional decisions	Teacher sometimes complies with and advocates for the ethical use of information and information technology	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice, however goals are poorly formulated and do not improve teaching and learning.
	Teacher planning varies or modifies instruction to meet diverse learning needs of some students using student strengths, interests, experiences	Teacher inconsistently completes trainings to meet State and local requirement	Teacher occasionally engages in acquiring minimal knowledge of research in curriculum, instruction, and assessment methods, but does not apply the knowledge to improve practice.
	Teacher occasionally communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is occasionally modified to meet the needs of the family.	Teacher has a general understanding of the school as an organization with an historical, cultural, political and social context, and has a general awareness of the school and district mission and vision, but is inconsistent in supporting or promoting the vision and mission	Teacher inconsistently gives or receives constructive feedback to improve professional practice.
	Teacher incorporates general knowledge of the school community when planning instruction.	Teacher inconsistently collaborates with teammates, paraprofessionals and volunteers to fulfill duties. Teacher shares limited information and/or best practices with colleagues to support high expectations for student learning.	Teacher inconsistently collaborates with peers to improve professional practice.
	Teacher inappropriately considers students' personal and family experiences when planning instruction	Teacher occasionally collaborates with the larger community to access and share learning resources when invited or required to do so.	Teacher belongs to relevant professional organizations. Teacher occasionally accesses and/or uses professional resources to increase understanding of teaching and learning.
	Teacher plans the use of available technological tools and communication strategies to engage some students and/or to assist them in becoming critical users of quality information	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication may not be respectful of and sensitive to cultural norms	
		Teacher collects required data, monitoring is required to maintain accuracy.	

		Teacher usually manages his/her time and/or attendance in adherence with district guidelines. Student learning is not negatively impacted.	
		Teacher usually maintains classroom and/or school resources and materials.	
		Teacher occasionally participates in school, district events or does so only when specifically asked or required	
		Teacher communicates relevant regulations and policies to stakeholders, but may have limited understanding of such policies.	
		Teacher reports instances of child abuse, safety violations, bullying and other concerns but may not be fully aware of regulations and policies.	
		Teacher usually adheres to and accesses some board policies, school/ district procedures, and contractual obligations Teacher may not be fully aware of policies, obligations and all available resource	
	Standard I Knowledge of Students & Students Learning	Standard VI Professional Responsibilities and Collaboration	Standard VII Professional Growth
3-Proficient	Demonstrates clear knowledge of students' developmental levels, interests, cultures, and abilities. Plans and adapts instruction to meet diverse learning needs.	Consistently meets professional responsibilities. Actively collaborates with colleagues and families to support student learning and school goals.	Regularly reflects on practice to improve instruction. Actively engages in professional learning and applies insights to enhance student outcomes. Seeks and incorporates feedback.
	Teacher demonstrates in planning, an accurate knowledge of the typical developmental characteristics of their students, as well as exceptions to the general patterns.	Teacher interactions with colleagues, students, families and the public are consistently characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of student
	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of most students	Teacher consistently advocates to meet the students' needs	Teacher uses reflection and other information to identify strengths and weaknesses and bias to plan professional growth.
	Teacher can identify research to plan and explain instructional decisions	Teacher consistently complies with and advocates for the ethical use of information and information technology	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated and improve teaching and learning.
	Teacher planning varies or modifies instruction to meet diverse learning needs of most students using student strengths, interests, experiences	Teacher consistently completes trainings to meet State and local requirements	Teacher regularly engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.
	Teacher regularly communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Communication is frequent and uses multiple modes of contact to accommodate the needs of the family	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy practices, and the school and district mission and vision. The teacher supports the vision and mission for the purpose of school improvement.	Teacher regularly gives, receives and acts upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner.
	Teacher incorporates detailed and specific knowledge of the school community when planning instruction	Teacher collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher regularly shares information and/or best practices with colleagues to improve practice and to support high expectations for student learning	Teacher regularly collaborates with peers to improve professional practice.

	Teacher considers students' personal and family experiences when planning instruction	Teacher frequently collaborates with the larger community to access and share learning resources.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learn
	Teacher plans the use of available technological tools and communication strategies to engage most students, and to assist them in becoming critical users of quality information	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication is respectful, and sensitive to cultural norms	
		Teacher collects required data that is timely and accurately maintained	
		Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is regular and professional, ensuring uninterrupted student learning.	
		Teacher regularly maintains classroom and school resources.	
		Teacher regularly participates in school and district events	
		Teacher knowledgeably communicates relevant regulations and policies to stakeholders	
		Teacher always reports instances of child abuse, safety violations, bullying and other concerns	
		Teacher adheres to and accesses information about board policies, school/district procedures, and contractual obligations.	
	Standard I Knowledge of Students & Students Learning	Standard VI Professional Responsibilities and Collaboration	Standard VII Professional Growth
4-Exemplary	Demonstrates deep knowledge of each student's unique needs and learning styles. Skillfully uses that knowledge to design, differentiate, and adapt instruction to maximize engagement and achievement for all learners.	Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is selfreflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.	Consistently demonstrates deep reflection and proactively seeks feedback to improve practice. Actively leads or contributes to professional learning communities. Continuously applies new knowledge to improve instruction and student achievement.
	In addition to accurate knowledge of the typical developmental characteristics of their students, and exceptions to the general patterns, teacher demonstrates in planning the extent to which individual students follow the general patterns.	Teacher is proactive in advocating for students' needs, and in seeking out resources when necessary	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
	Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student.	Teacher consistently models ethical use of information and information technology, and ensures respect for intellectual property rights, credits sources, and adheres to safe and legal use guideline	Teacher regularly uses reflection and other information to identify strengths and weaknesses and bias, to plan professional growth. Teacher seeks out professional growth opportunities to address areas of weakness.
	Teacher can identify research to plan and explain instructional decisions and seeks out additional research to inform practice.	Teacher seeks out training opportunities to meet or exceed State and local requirements, and contributes positively to student achievement	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated with specific student learning needs

	Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences. Teacher plans for students to suggest ways in which instruction or lessons might be modified to advance their own learning and teacher acknowledges the suggestions.	Teacher understands the school as an organization with an historical, cultural, political and social context that influences school policy, practices and the school and district mission and vision. The teacher is aware of and actively promotes the school and district mission and vision, and strives to help others understand the	Teacher regularly seeks out and engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research and/or provides professional development and/or support for others.
	Teacher communicates directly with student's parents, guardians, and/or caregivers to enhance student learning. Multiple modes of contact are used to accommodate the needs of the family. Students and parents/guardians initiate communication.	Teacher proactively collaborates with teammates, paraprofessionals and volunteers to support high expectations for student learning. Teacher consistently shares information and/or best practices with colleagues	Teacher regularly gives, receives, and reflects upon constructive feedback to improve professional practice. Feedback to colleagues is conveyed in a professional and supportive manner. Teacher encourages and engages in collaboration to improve professional practice
	Teacher incorporates detailed and specific knowledge of the school community when planning instruction. Teacher continuously seeks additional information to impact instruction.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resou	Teacher actively and consistently collaborates with peers to improve professional practice Teacher makes significant contributions to improve practice on the team.
	Teacher considers students' personal and family experiences when planning instruction. Students offer their personal perspective as it relates to the content. The teacher incorporates those perspectives in planning	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. Communication is respectful, and sensitive to cultural norms.	Teacher belongs to relevant professional organizations and demonstrates new knowledge in professional practice. Teacher regularly accesses and/or uses professional resources to increase understanding of teaching and learning. Teacher shares and promotes relevant res
	Teacher plans the use of available technological tools and communication strategies to engage each student. Students contribute to the variety of technological strategies used to engage them in their own learning and become critical users of quality information.	Teacher's system for collecting and maintaining required data is highly effective and accurate.	
		Teacher always manages his/her time and attendance in adherence with district guidelines. Teacher attendance is exemplary; ensuring that student learning is always a priority	
		Teacher always maintains classroom and school resources and materials. Students contribute to their maintenance as appropriate.	
		Teacher regularly and willingly participates in school/ district and contributes to its success.	
		Teacher is proactive and knowledgeable in communicating relevant regulations and policies to stakeholders.	
		Teacher always reports instances of child abuse, safety violations, bullying and other concerns, and models appropriate reportin	
		Teacher always adheres to and accesses information about board policies, school/ district procedures, and contractual obligations, and actively advocates compliance and serves as a resource to other	

Professional Learning Plan

North Rose-Wolcott CSD

Updated July 2025

Teacher Name:

School:

Grade/Subject:

Evaluator:

Professional Learning Plan

Goals will be set by the teacher and reviewed with the evaluator. Adjustment of goals may be necessary based on the evaluator's input of the learning needs as well as viability of attainability and measurability. If new factors arise throughout the year, such as an unplanned extended absence, new student needs emerging, or new area of weakness identified that needs to be addressed, revision of the goals will be an option.

Goal 1:

Instructional Goal (e.g., Standard I: Knowledge of Students and Student Learning)

How will this improve your knowledge of child development?

How will you use research to obtain knowledge on learning

How will you improve responsiveness to diverse student learning needs?

How will increase your knowledge of students from family members, students and others close to the student?

How will you improve knowledge of community, familial and economic factors that effect your students?

How will you improve your knowledge of technological and information literacy and how it affects how your students learn?

Reason for Goal:

Evidence of Progress:

Goal 2:

Professional Collaboration Goal (e.g., Standard VI: Professional Responsibilities and Collaboration)

How will you create an improved supportive learning environment inclusive of every student?

How will you create an intellectually stimulating and challenging learning environment?

How will you improve the learning environment for effective operation of the classroom?

What resources will you use to create a safe and productive learning environment?

Reason for Goal:

Evidence of Progress:

Section 3: Teacher Reflection

(Standard VII: Professional Growth) *End of Year Meeting with Evaluator**

Please reflect on your instructional practice, progress toward professional goals, and areas of growth throughout the school year. Use the guiding questions below to support your reflection:

Instructional Practice

- *What instructional strategies have been most effective in supporting student learning this year?*
- *How have you adapted your instruction to meet the diverse needs of your students?*
- *What feedback from students, colleagues, or administrators influenced your teaching?*

Progress Toward Goals

- *How did you work toward each of your professional goals this year?*
- *What evidence do you have that progress was made?*
- *What successes or challenges did you encounter in achieving your goals?*

Areas of Growth

- *What aspects of your practice do you feel most confident in?*
- *What professional learning experiences contributed to your growth?*

Feedback:

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Signing indicates this evaluation has been reviewed and discussed.

Rating *How the standard is scored	Standard II Knowledge of Content & Instructional Planning *Classroom Visits	Standard III Instructional Practice *Classroom Visits	Standard IV Learning Environment *Classroom Visits	Standard V Assessment for Student Learning *Classroom Visits
1-Beginning	Demonstrates limited content understanding. Few strategies used; planning lacks coherence or does not meet student needs.	Communication is unclear. Instruction lacks variety, depth, or engagement. Minimal adaptation for student needs.	Environment lacks respect, structure, or safety. Poor organization negatively affects learning.	Teacher does not:
	Teacher does not:	Teacher does not implement learning experiences that are aligned with learning standards.	Teacher–student interactions are inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks	- design or select appropriate, accessible diagnostic or ongoing formative assessment and grading procedures to establish learning goals or to inform instruction
	-understand or use in planning the key discipline concepts, themes or learning standards	Students are unaware of the learning objective(s).	Teacher ignores diversity in the classroom and does not use it to support the learning environment	- use multiple measures to determine a summative assessment of student achievement. Teacher rarely and/or ineffectively uses multiple formats, to document student performance.
	-plan for students to use and comprehend key disciplinary language.	Students are unaware of the learning objective(s).	Teacher does not address student interactions that are inappropriate and disrespectful	- use assessment data as formative feedback to set goals with students or to design differentiated instruction.
	-understand content-related pedagogy and is unable to identify research to explain planned instructional decisions.	Teacher’s instructional practices engage students at a low level of cognitive challenge.	Teacher does not promote a sense of pride in student work or accomplishment. Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	-engage students in self-assessment of their learning goals, strategies, or outcomes
	-plan instruction that facilitates students’ ability to develop diverse social and cultural perspectives.	Students have little interaction with the teacher or with peers.	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	-analyze or provide accurate information about or interpretation of various assessment data
	-plan opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student need	The teacher’s routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	-communicate purposes of assessments, the assessment criteria or the parameters for success to student
	-design learning experiences that engage students in self-directed learning	Teacher’s questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond	Teacher’s grouping/managing results in students who are not working with the teacher, are not productively engaged in learning.	-prepare students for assessment formats using authentic curriculum, skills and strategies

	-design learning experiences or articulate how objectives are aligned with standards and/or how students will achieve the learning goals	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher has inadequately organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of resources.	-provide required accommodations/testing conditions for students with exceptional learning needs. Teacher rarely seeks out specialists to ensure accommodations meet individual student needs
	-use students' responses to questions, discussion or other sources to determine student understanding and knowledge of content nor considers possible misconceptions when planning instruction	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment	
	-design learning experiences that connect students' prior content knowledge and student life experiences to new learning.	Teacher does not articulate how success will be measured; students are unaware of the criteria for success	Teacher does not implement classroom safety procedures.	
	-consider time allocations to achieve learning goals.	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resource		
	Teacher is unaware of curricular materials and resources that align with student learning standards or is aware but chooses not to use or adapt materials and resources to meet diverse learning needs.	Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels. Few students achieve the instructional outcome		
		Teacher provides few opportunities in written or oral format for students to synthesize, think critically, problem solve		
		Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.		
		Teacher's feedback to students is limited, infrequent and/or irrelevant		
	Standard II Knowledge of Content & Instructional Planning *Classroom Visits	Standard III Instructional Practice *Classroom Visits	Standard IV Learning Environment *Classroom Visits	Standard V Assessment for Student Learning *Classroom Visits
2 -Developing	Basic knowledge of content is evident. Attempts to connect concepts and apply real-world context are limited. Instructional planning shows partial effectiveness.	Instructional clarity and variety are inconsistent. Student engagement is limited or uneven.	Some evidence of support and safety, but inconsistencies in management, organization, or student engagement.	Assessments are used inconsistently. Data usage and feedback may not fully inform instruction or support students.

	Teacher has a rudimentary understanding and use in planning of the key discipline concepts and/or themes and occasionally plans instruction that allows students to use and comprehend key disciplinary language.	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risk	Teacher designs or selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to establish learning goals and inform instruction
	Teacher has a limited understanding of content-related pedagogy and identifies limited or dated research to explain planned instructional decisions.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher acknowledges diversity in the classroom but is inconsistent in using it to enrich the learning environment	Teacher uses limited measures to determine a summative assessment of student achievement. Teacher inconsistently uses multiple formats, to document student performance.
	Teacher plans some instruction to facilitate students' ability to develop diverse social and cultural perspectives	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher inconsistently addresses student interactions that are inappropriate and disrespectful	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.
	Teacher plans occasional opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in some students having an opportunity to respond	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Teachers consistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to complete quality work or to persevere.	Teacher occasionally engages students in selfassessment of their learning goals, strategies, and outcomes
	Teacher designs limited learning experiences that engage students in self-directed learning	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher conveys importance of learning, but with little conviction. Some students are cognitively engaged and enthusiastic	Teacher analyzes data accurately, provides appropriate information; interpretation of various assessment data may be rudimentary.
	Teacher designs learning experiences and articulate how some objectives are aligned with standards and has designed some opportunities for students to achieve the learning goals.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting	Teacher occasionally communicates purposes of assessments, the assessment criteria or the parameters for success to students, and checks for student understanding
	Teacher use of students' responses to questions, discussion or other sources is limited in determining student understanding and knowledge of content and may or may not consider common misconceptions when planning instruction	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher's grouping/managing results in some students being productively engaged in learning while independent of the teacher	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher occasionally seeks out specialists to ensure accommodations meet individual student needs
	Teacher designs some learning experiences that connect prior content and student life experiences knowledge to new learning.	Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited	Teacher has adequately organized the learning environment to accommodate student learning needs. Available resources are accessible to some students. The resources may be adjusted for a lesson, but with limited effectiveness	Teacher minimally prepares students for assessment formats by using authentic curriculum, skills, and strategies

	Teacher occasionally considers time allocations but those times may be either too long or too short to achieve the learning goal	Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcome	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment	
	Teacher selects curricular materials and resources that align with student learning standards. Teacher occasionally adapts materials and resources to meet diverse learning need	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, problem solve	Teacher inconsistently implements classroom safety procedures	
		Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.		
		Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.		
	Standard II Knowledge of Content & Instructional Planning *Classroom Visits	Standard III Instructional Practice *Classroom Visits	Standard IV Learning Environment *Classroom Visits	Standard V Assessment for Student Learning *Classroom Visits
3-Proficient	Shows strong content knowledge, integrates cross-disciplinary ideas, and plans with varied, effective strategies to support most learners.	Communicates clearly. Uses multiple instructional methods and resources to support student learning and engagement.	Classroom is respectful, safe, and organized. Students are supported and challenged through appropriate resource use.	Uses assessments to track learning and guide instruction. Feedback is timely and supports student growth.
	Teacher understands and plans key discipline concepts and themes in the discipline and can relate them to one another.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a supportive environment where students feel accepted and free to take learning risks.	Teacher designs, or selects appropriate, accessible diagnostic and ongoing formative assessments and grading procedures to align learning goals and inform instruction
	Teacher understands content- related pedagogy and identifies research to explain planned instructional decision	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance.
	Teacher plans most instruction to facilitate students' ability to develop diverse social and cultural perspectives. Teacher incorporates perspectives from a variety of disciplines and embeds interdisciplinary skills in instruction	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the students	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction

	Teacher plans frequent opportunities for students to engage in individual and collaborative critical thinking and problem solving	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require most students to respond.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance	Teacher frequently engages students in selfassessment of their learning goals, strategies, and outcomes
	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning.	Teacher responds to students' questions/comments. Responses challenge student thinking	Teacher conveys enthusiasm for learning and demonstrates consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction
	Teacher designs learning experiences and articulates how most objectives align with standards. Teacher includes several different opportunities for most students to achieve the learning goals.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction	Teacher frequently communicates purposes of assessments, the assessment criteria, parameters for success, and checks for student understanding
	Teacher use of students' responses to questions, discussion, and other sources is appropriate determines student understanding and knowledge of content and considers common misconceptions when planning instruction	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher's grouping /managing results in work being well organized and most students are productively engaged in learning while independent of the teacher.	Teacher adequately prepares students for assessment formats by using authentic curriculum, skills, and strategies.
	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning within and across disciplines.	Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resource	Teacher has organized the learning environment to accommodate all student learning needs. Available resources are accessible to most students. The resources are adjusted to support the learning activities.	Teacher provides required accommodations/testing conditions for students with exceptional learning needs. Teacher frequently seeks out specialists to ensure accommodations meet individual student needs
	Teacher frequently assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time	Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, allowing students to achieve the instructional outcomes	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment	
	Teacher selects curricular materials and resources that align with student learning standards. Teacher regularly adapts materials and resources to meet diverse learning needs.	Teacher provides frequent opportunities in written and oral format for students to synthesize, think critically, problem solve	Teacher regularly implements classroom safety procedures	

		Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction		
		Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning		
	Standard II Knowledge of Content & Instructional Planning *Classroom Visits	Standard III Instructional Practice *Classroom Visits	Standard IV Learning Environment *Classroom Visits	Standard V Assessment for Student Learning *Classroom Visits
4-Exemplary	Demonstrates deep knowledge of the subject, connects concepts across disciplines, and uses real-world problem-solving. Instructional planning includes diverse strategies that maximize accessibility and rigor.	Communication is precise and engaging. Instruction is innovative, differentiated, and incorporates technology to promote high levels of engagement and achievement	Creates an inclusive, respectful, and intellectually stimulating classroom. Space, time, and resources are used with excellence to promote collaboration and growth.	Uses diverse, meaningful assessments and continuously uses data to adjust instruction. Communicates assessment info clearly to students.
	Teacher understands and purposefully plans key discipline concepts and themes in the discipline and how they relate within and outside of the discipline. Teacher plans instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language in order to enrich learning experiences in the disciplines	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students. Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks.	Teacher always designs and selects appropriate, accessible diagnostic and ongoing formative assessment and grading procedures to align learning goals and inform instruction
	Teacher understands content- related pedagogy and identifies research to explain planned instructional decisions. Teacher seeks out new developments to enhance practice.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.	Teacher acknowledges student diversity and uses it as an opportunity to enrich the learning environment. Students take initiative to respect and support diversity.	Teacher uses multiple measures to determine a summative assessment of student achievement. Teacher consistently uses multiple formats, to document student performance. Students participate in documenting their own performance
	Teacher plans all instruction to facilitate students' ability to develop diverse social and cultural perspectives. The perspectives are connected to a sequence of learning both in the discipline and related disciplines	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress towards their goals.

	Teacher designs all learning experiences and articulates how objectives are aligned with standards. Teacher includes several different opportunities for all students to achieve the learning goals. Students have opportunities to suggest additional ways in which to demonstrate their learning	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where all students are expected to express their ideas, take initiative and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals	Teacher regularly engages students in selfassessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.
	Teacher plans on-going opportunities for students to engage in individual and collaborative critical thinking and problem solving and the teacher models and encourages effective use of interpersonal skills to build student capacity for collaboration.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking	Teacher and students convey enthusiasm for learning and are committed to its value. Students are cognitively engaged and strive to meet challenging learning goals	Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.
	Teacher designs frequent learning experiences that engage students in challenging, self-directed learning. Teacher seeks student input from students in the design of such experiences.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Teacher supports students offering their own graphic representation of the content.	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation.	Teacher regularly communicates purposes of assessments, the assessment criteria, and the parameters for success clearly to students and checks for student understanding. Teacher supports student explanation of purposes and criteria to others
	Teacher use of individual students' responses to questions, discussion, and other sources is appropriate to determine current levels of knowledge and understanding of content and routinely considers common misconceptions when planning instruction	Teacher articulates how success will be measured. Teacher and students analyze or create success criteria. Students can articulate how their success will be measured and have scoring criteria and exemplars as model	Teacher's grouping/managing results in group work being well organized and all students are productively engaged, with students assuming responsibility for productivity while independent of the teacher	Teacher thoroughly prepares students for assessment formats by using authentic curriculum, skills, and strategies
	Teacher designs learning experiences that connect prior content knowledge and student life experiences to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources.	Teacher has modified and organized the learning environment to accommodate all student learning needs. Available resources are accessible to all students. Teacher supports students in adjusting the resources to advance their learning	Teacher provides required accommodations/ testing conditions for students with exceptional learning needs. Teacher consistently seeks out specialists/resources to ensure accommodations meet individual student needs.

	Teacher always assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment	
	Teacher selects a variety of curricular materials and resources that align with student learning standards. Teacher regularly adapts materials to meet diverse learning needs and seeks out additional materials and resources to support student learning.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. Students initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard	Teacher and students implement classroom safety procedures	
		Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction		
		Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning		

Action Plan/Teacher Support Plan

25-26 School Year

Teacher Name:

Subject Area:

Supervisor:

Area in Need of Growth and Support:

Goal 1:

Objective:

Action Steps:

-

Resources & Supports:

Timeline:

Evidence of Success:

Area in Need of Growth and Support:

Goal 2:

Objective:

Action Steps:

Resources & Supports:

Timeline:

Evidence of Success:

Area in Need of Growth and Support:

Goal 3:

Objective:

Action Steps:

Resources & Supports:

Timeline:

Evidence of Success:

Meeting Date:

Meeting Notes:

Administrator Professional Learning Plan

North Rose-Wolcott CSD

Updated July 2025

Administrator Name:

Evaluator:

Professional Learning Plan (10%)

(End of Year Meeting with Evaluator Set at the beginning of the year, aligned to PSEL Standards)*

Goal 1 (5%): *(completed by September 30th)*

School Improvement Goal

(e.g., PSEL Standard 4: Curriculum, Instruction, and Assessment & Standard 8: Meaningful Engagement of Families & Community)

How will your systems promote the mission, vision, and core values of the school?

How do you align your systems of curriculum, instruction, and assessment across grade levels?

How will you promote instructional practice consistent with the needs of each student?

How will you ensure instructional practice is differentiated and personalized?

How will you ensure that teaching and learning effectively uses technology?

How do you ensure assessments are valid and data results are used to monitor progress?

How is your environment accessible and welcoming, and communicative for families and community members?

How do you maintain a presence in the community to be able to understand and value the resources that can be used to promote student learning?

How is the school a resource for families?

How are you an advocate for your school, families and children?

How do you build partnerships with the public to promote student learning?

Reason for Goal: *(completed by September 30th)*

Evidence of Progress: *(completed by May 15th)*

Goal 2 (5%): *(completed by September 30th)*

Professional Goal (e.g., Standard 1: Mission, Vision, & Core Values & Standard 2: Ethics & Professional Norms)

How do you promote the vision and mission in collaboration with the members of the school and community to use data to promote success for students?

How do you cultivate and advocate core values for child centered education?

How do you develop and adjust the mission and vision based on the needs of students?

How do you model the core values through your leadership?

In what ways do you act ethically and professionally in order to place children as the center of education?

In what ways will you develop interpersonal and communication skills to understand all backgrounds?

How do you provide moral direction for your staff?

-

Reason for Goal: *(completed by September 30th)*

Evidence of Progress: *(completed by May 15th)*

Section 3: Administrator Reflection (10%)

(Standard 6: Professional Capacity of School Personnel & Standard 10: School Improvement)

*End of Year Meeting with Evaluator**

Please reflect on your leadership practice, progress toward professional goals, and areas of growth throughout the school year. Use the guiding questions below to support your reflection:

Leadership Practice

- *What leadership strategies or initiatives were most effective in supporting staff development, student learning, and a positive school culture this year?*
- *How did you adapt your leadership approach to meet the diverse needs of students, staff, and families?*
- *What feedback from staff, colleagues, supervisors, or the school community influenced your leadership decisions?*

Progress Toward Goals

- *How did you work toward each of your professional and school improvement goals this year?*
- *What evidence do you have that progress was made (e.g., data, observations, staff or student outcomes)?*
- *What successes or challenges did you encounter in achieving your goals, and how did you address them?*

Areas of Growth

- *Which aspects of your leadership practice do you feel most confident in?*
- *What professional learning experiences, coaching, or collaboration contributed to your growth?*
- *What leadership skills or areas would you like to strengthen in the upcoming year?*

Feedback:

Administrator Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Signing indicates this evaluation has been reviewed and discussed.

Rating	Standard 1 Mission, Vision, and Core Values	Standard 2 Ethics & Professional Norms	Standard 4 Curriculum, Instruction & Assessment	Standard 6 Professional Capacity of School Personnel	Standard 8 Meaningful Engagement of Families & Community	Standard 10 School Improvement
1 -Beginning	School vision and mission are not clearly communicated or embedded in practice	Inconsistently models ethical behavior	Provides limited guidance on curriculum and instruction	Provides minimal opportunities for staff growth	Communicates with families sporadically	Improvement efforts are inconsistent or reactive
	Core values are unclear or inconsistently modeled.	Lacks clear understanding or application of professional norms	Assessments are infrequent or misaligned with learning goals.	Professional learning is infrequent, unfocused, or disconnected from school goals.	Engagement efforts are minimal or one-way.	Changes lack a clear plan or measurable goals
	Data is not used to inform priorities.	Decisions may not always prioritize student well-being.	Instructional decisions are not consistently data-informed.	Limited effort to develop a collaborative, high-performing staff culture.	Community partnerships are rare or not purposeful.	Progress monitoring is minimal or absent.
		There is a disregard for compliance in following policies.		Leader makes no effort to recruit or maintain new staff.		There are no opportunities for others to grow as leaders.
2 -Developing	Articulates mission and vision but application is inconsistent;	Generally models ethical behavior and understands professional norms	Supports curriculum and instruction aligned to standards in some areas;	Offers some professional learning aligned to school priorities	Communicates with families more regularly but with limited strategies for engagement;	Implements improvement plans with some alignment to identified needs
	Begins to model core values in interactions.	Sometimes prioritizes adult convenience over student needs.	Uses assessments inconsistently to inform instruction.	Begins to foster collaboration among staff	Community involvement is occasional and often event-based.	Goals are partially clear
	Data is gathered but used inconsistently to inform practices.	Communicates the expectation of ethical practices to staff.	Begins to use data to guide decisions but not systematically.	Uses limited data to identify capacity-building needs.		Monitoring occurs but is not systematic or timely.
		Shows an awareness of policies but does not consistently adhere to them				Others have the opportunity to lead but are driven by the leader's directions.
3-Proficient	Consistently communicates and models mission, vision, and core values	Consistently demonstrates ethical behavior	Ensures curriculum, instruction, and assessment are consistently aligned to standards	Provides ongoing, targeted professional learning aligned to school vision and goals;	Establishes two-way communication with families	Leads school improvement through a clear, evidence-based plan
	Integrates them into decision-making and school priorities.	Applies professional norms to decision-making	Uses multiple assessment types to inform instruction	Builds a culture of collaboration, trust, and continuous learning;	Actively builds partnerships with community groups that support student success.	Goals are measurable
	Data is used to initiate practices but not to determines the effectiveness of those practices.	Prioritizes equity, fairness, and student well-being.	Promotes data-driven decision-making schoolwide.	Uses multiple data sources to guide capacity-building efforts.		Regularly monitors progress and adjusts strategies as needed
		Compliance to policies is modeled by the leader.		Takes lead role in recruiting staff for the buildings' needs.		Engages stakeholders in the process.
4-Exemplary	Inspires stakeholders through clear articulation and embodiment of mission, vision, and values	Serves as a role model of ethical leadership; champions professional norms	Leads innovative, standards-aligned curriculum and instructional practices	Cultivates a culture where professional growth is embedded in daily practice;	Creates a culture where families and community are deeply engaged as partners in decision-making	Creates a dynamic, data-rich culture of continuous improvement;

	Uses them as a unifying force for continuous school improvement.	Consistently makes courageous, student-centered decisions even in challenging situations.	Integrates assessments seamlessly into teaching	Empowers staff as leaders and mentors; professional learning is innovative, data-driven, and results in sustained improvement in student outcomes	Partnerships are strategic, sustainable, and positively impact student learning.	Goals are ambitious and widely supported;
	Data is used regularly to determine the need for implementation and assess the effectiveness of practices.	Participates in providing input for policy development and change.	Cultivates a culture of ongoing data analysis for continuous improvement.	Recruits staff that is skilled to be an asset to the entire district.		Regularly celebrates progress
						Improvement efforts lead to measurable, sustained gains in student learning and school culture.

Rating	Standard 3: Equity and Cultural Responsiveness	Standard 5: Community of Care and Support for Students	Standard 7: Professional Community for Teachers and Staff	Standard 9: Operation and Management
1-Beginning	Practices show minimal awareness of student diversity; equity and inclusion are rarely visible; limited cultural relevance in instruction or environment.	Environment does not consistently promote safety, belonging, or emotional support; relationships between staff and students may be strained or inconsistent.	Collaboration among staff is minimal; professional interactions may lack trust or shared purpose; limited evidence of teamwork.	Daily operations are inconsistent; classroom and common area procedures are unclear or not followed; resources may be mismanaged.
	-Instructional materials and visuals in the building lack diversity	-Conflicts that arise are not addressed, resulting in repetition	-Staff work in “silos” and do not share information about the practices in their classrooms	-There are no standard operating procedures such as arrival, dismissal, lunch, etc.
	-Culturally responsive teaching is not expected	-Safety concerns are not addressed with students	-No structures are consistently used for staff to collaborate	-Staff do not have the resources they need to conduct their lessons effectively; while other staff have a “stockpile” of supplies and materials
2 -Developing	Demonstrates some culturally responsive practices; makes efforts to include diverse perspectives in instruction and environment, though inconsistently.	Environment is generally safe and respectful; some evidence of positive relationships; limited structures to support all students’ well-being.	Some collaboration and shared decision-making; occasional team efforts to improve practice; professionalism is developing.	Most operational systems are functional; routines are in place but inconsistently monitored or enforced.
	-Curriculum maps and instructional materials inconsistently demonstrate some diversity	-Most students are referred to by name during the school day	-Meetings to collaborate are scheduled but not regularly attended	-Standard operating procedures have been established, however, there is a lack of enforcement
	-Culturally responsive practices are modeled by leadership	-Approaches to support student social, emotional, and behavioral needs are inconsistent without data tracking to measure progress	-Staff will bring student work and best practices to share only when required to	-The leaders is looked to for answers regarding routine procedures
				-Teachers and classes are not scheduled to maximize efficiency
3-Proficient	Consistently integrates culturally responsive practices; learning environment affirms diversity and promotes equity; student differences are respected and valued.	Creates a welcoming, supportive, and safe environment; strong relationships between staff and students are evident; support systems are in place for most students.	Professional culture is collaborative, respectful, and focused on student success; staff share responsibility for improvement.	Operations run smoothly; clear, consistent routines and procedures support learning; resources are effectively allocated.
	-Individuals regularly see and learn from materials that reflect different cultures	There is a clear tiered approach of supports for students who are struggling	Structures for regular collaboration are scheduled and attended	Expectations for routine procedures are taught, posted and reinforced
	Cultural differences are respected consistently	-Restorative practices are used between students at the administrative level	Teachers participate in the agenda items and discussions	Staff have the materials they need to complete their work effectively
				Staff are scheduled to effectively meet students’ needs while adhering to the collective bargaining agreement

4-Exemplary	Actively champions equity; instruction and environment are fully inclusive and culturally relevant; student voice and identity are elevated in decision-making.	Fosters a culture of care where all students feel valued and supported; strong, proactive systems address academic and social-emotional needs.	Staff operate as a highly effective professional learning community; collaboration is deep, ongoing, and results in measurable improvements	Operations are exemplary; systems are proactive, efficient, and adaptable; resources are maximized to enhance student learning and school culture
	Cultural diversity is celebrated	Systems are in place and measured for efficacy to support students	Staff take ownership of adding to agendas and running collaborative meetings	Staff members and students hold each other accountable for following routine procedures
	-Culturally responsive practices are consistently demonstrated throughout the school	Restorative practices are widely used between all stakeholders to resolve conflicts	Staff share best practices and evaluate data to determine effectiveness	Systems are effective in evaluating and providing information for systems change
				Schedules allow for the most opportunities for students to participate in classes

Action Plan/Principal Support Plan

25-26 School Year

Staff Name:

Building:

Supervisor:

Area in Need of Growth and Support:

Goal 1:

Objective:

Action Steps:

-

Resources & Supports:

Timeline:

Evidence of Success:

Area in Need of Growth and Support:

Goal 2:

Objective:

Action Steps:

Resources & Supports:

Timeline:

Evidence of Success:

Area in Need of Growth and Support:

Goal 3:

Objective:

Action Steps:

Resources & Supports:

Timeline:

Evidence of Success:

Meeting Date:

Meeting Notes:

LEA 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").

By signing this document, the LEA and its collective bargaining agent(s) certify that the STEPS plan submitted to the Commissioner constitutes the LEA's complete evaluation plan, 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 Commissioner's Regulations, and that the governing body of the LEA has adopted the plan.

The LEA and its collective bargaining agent(s), where applicable, also certify that the LEA will fully implement such plan, 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 Commissioner's Regulations.

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

- Assure that the STEPS plan rating will be used as a significant factor in teacher and principal development, including but not limited to coaching, induction support, and differentiated professional development for all teachers and principals;
- Assure that the LEA will provide the teacher or principal 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 or the principal 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 1st of the school year that the plan is to be implemented;
- Assure that any selected evaluation measure shall provide direct evidence of such teacher or principal's practice that appropriately and accurately assesses the degree to which the educator meets each NYS Teaching Standard or Professional Standard for Educational Leaders (PSEL);
- Assure that the LEA's system of observations/school visits occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of teaching and leadership to evaluate the applicable standard;
- Assure that, for each standard and the overall rating, a Level 1-4 rating will be assigned consistent with the Commissioner's Regulations and the LEA's expectations for teaching, learning and leadership;
- Assure that all evaluators will be appropriately trained in accordance with Subpart 30-4 of the Commissioner's Regulations;
- Assure that LEA will maintain a comprehensive system of professional learning for all teachers and principals;
- Assure the LEA will use data, including but not limited to data from the STEPS plan, to inform, plan, and assess the effectiveness of the professional learning system;
- Assure that teachers and principals who receive an overall rating of Level 1 or 2 shall have a personalized professional development plan;
- Assure that teachers and principals have an opportunity to provide written comment on their ratings from the STEPS plan, and if the LEA has collectively bargained appeal procedures, they are consistent with Education Law §3012-e and Subpart 30-4 of the Commissioner's Regulations;
- Assure that all educators receive appropriate training on the STEPS system and the LEA's STEPS plan to encourage engagement and participation;
- Assure that the LEA shall compute and provide to the teacher/principal the rating for each standard and the overall rating from the teacher's or principal's evaluation, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that for each classroom teacher and building principal, the rating for each standard and the overall rating will be reported to SED in a manner prescribed by the Commissioner.

Signatures, dates

Superintendent Signature:

Date:

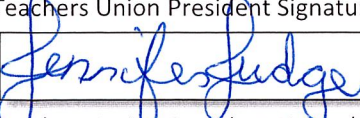
 6/10/26

Superintendent Name (print):

Michael Pullen

Teachers Union President Signature:

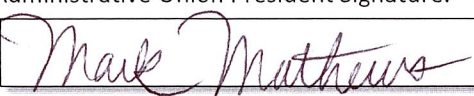
Date:

 6/10/26

Teachers Union President Name (print):

Jennifer Judge

Administrative Union President Signature: Date:

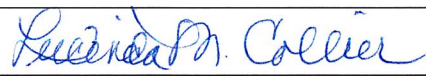
 6-9-26

Administrative Union President Name (print):

mark Mathews

Board of Education President Signature:

Date:

 6-9-26

Board of Education President Name (print):

Lucinda Collier

PRINCIPAL 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 principals.

By signing this document, the LEA and its collective bargaining agent(s) certify: that the STEPS plan submitted to the Commissioner constitutes the LEA's complete evaluation plan for principals, 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 Commissioner's Regulations, and that the governing body of the LEA has adopted the plan.

The LEA and its collective bargaining agent(s), where applicable, also certify that the LEA will fully implement such plan, 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 Commissioner's Regulations.

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

- Assure that the STEPS plan rating will be used as a significant factor in principal development, including but not limited to coaching, induction support, and differentiated professional development for all principals;
- Assure that the LEA will provide the principal 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 principal 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 1st of the school year that the plan is to be implemented;
- Assure that any selected evaluation measure shall provide direct evidence of such principal's practice that appropriately and accurately assesses the degree to which the educator meets each applicable Leadership Standard;
- Assure that the LEA's system of school visits occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of leadership to evaluate the applicable standard;
- Assure that, for each standard and the overall rating, a Level 1- 4 rating will be assigned consistent with the LEA's expectations for leadership;
- Assure that all evaluators will be appropriately trained in accordance Subpart 30-4 of the Commissioner's Regulations;
- Assure that LEA will maintain a comprehensive system of professional learning for all principals;
- Assure the LEA will use data, including but not limited to data from the STEPS plan, to inform, plan, and assess the effectiveness of professional learning system;
- Assure that principals who receive an overall rating of Level 1 or 2 shall have a personalized professional development plan;
- Assure that principals have an opportunity to provide written comment on their ratings from the STEPS plan, and if the LEA has collectively bargained appeal procedures, they are consistent with Education Law §3012-e and Subpart 30-4 of the Commissioner's Regulations;
- Assure that all educators receive appropriate training on the STEPS system and the LEA's STEPS plan to encourage engagement and participation;
- Assure that the LEA shall compute and provide to the principal the rating for each standard and the overall rating from the principal's evaluation, in writing, no later than the last day of the school year for which the principal is being measured, but in no case later than September 1 of the school year following the year in which the principal's performance is measured.
- Assure that for each building principal, the rating for each standard and the overall rating will be reported to SED in a manner prescribed by the Commissioner.

Signatures, dates

Superintendent Signature:

Date:

 6/10/26

Superintendent Name (print):

Michael Pullen

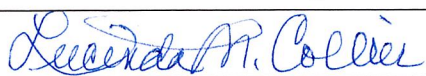
Administrative Union President Signature: Date:

 6-9-26

Administrative Union President Name (print):

Mark Mathews

Board of Education President Signature: Date:

 6/9/26

Board of Education President Name (print):

Lucinda Collier

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 STEPS plan submitted to the Commissioner constitutes the LEA's complete evaluation 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 Commissioner's Regulations, and that the governing body of the LEA has adopted the plan.

The LEA and its collective bargaining agent(s), where applicable, also certify that the LEA will fully implement such plan, 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 Commissioner's Regulations.

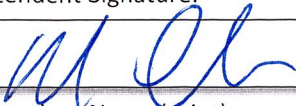
The LEA and its collective bargaining agent(s), where applicable, also make the following certifications with respect to their STEPS plan:

- 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 1st 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 the LEA's system of observations occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of teaching to evaluate the applicable standard;
- Assure that, for each standard and the overall rating, a Level 1- 4 rating will be assigned consistent with the Commissioner's Regulations and the LEA's expectations for teaching and learning;
- Assure that all evaluators will be appropriately trained in accordance with Subpart 30-4 of the Commissioner's Regulations;
- 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 ratings from the STEPS plan, and if the LEA has collectively bargained appeal procedures, they are consistent with Education Law §3012-e and Subpart 30-4 of the Commissioner's Regulations;
- Assure that all educators receive appropriate training on the STEPS system and the LEA's STEPS plan to encourage engagement and participation;
- Assure that the LEA shall compute and provide to the teacher the rating for each standard and the overall rating from the teacher's evaluation, in writing, no later than the last day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year following the year in which the teacher's performance is measured;
- Assure that for each classroom teacher, the rating for each standard and the overall rating will be reported to SED in a manner prescribed by the Commissioner.

Signatures, dates

Superintendent Signature:

Date:

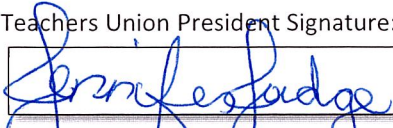
 6/10/26

Superintendent Name (print):

Michael Pullen

Teachers Union President Signature:

Date:

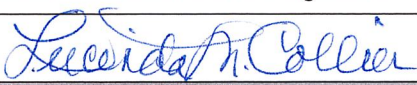
 6/10/26

Teachers Union President Name (print):

Jennifer Judge

Board of Education President Signature:

Date:

 6/9/26

Board of Education President Name (print):

Lucinda Collier