

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

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TEACHER STEPS PLAN DESIGN

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

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

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

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

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

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

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

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

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

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

TEACHER OBSERVATION

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

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TEACHER EVALUATION: MEASURES

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

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

☒ Other LEA-developed measure

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

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

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

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

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

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

TEACHER EVALUATION: RATIONALE

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

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

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Teacher observations provide direct, authentic evidence of how effectively a teacher demonstrates knowledge of student development, diversity, and learning needs in real-time classroom practice. Observers can see how teachers adapt instruction for cognitive, social, emotional, and linguistic development; how they integrate students' cultural, family, and community contexts; and how they use technology to engage students. Observations help identify teacher strengths in understanding and responding to diverse learners—such as using students' backgrounds, interests, and readiness levels to inform lesson planning. Opportunities for growth may be seen in how teachers modify instruction based on formative understanding of student differences or how they engage families to enhance learning. Observation data under Standard I are valid because they measure observable instructional behaviors linked to the teacher's knowledge of students—rather than self-reported perceptions. They are reliable when evaluators use the NYSUT rubric's clear descriptors to consistently rate performance across classrooms. The feedback is actionable because it connects directly to pedagogical adjustments—such as improving differentiation or incorporating student voice—supporting continuous improvement through targeted professional development.
Standard II: Knowledge of Content and Instructional Planning	Observations allow evaluators to see how teachers translate their content expertise and curriculum knowledge into coherent, engaging, and standards-aligned instruction. In observations, teachers demonstrate how they connect disciplinary knowledge, integrate real-world applications, and design inclusive lessons that promote critical and creative thinking. Observation evidence highlights teachers' strengths in planning lessons that incorporate key disciplinary concepts, 21st-century skills, and interdisciplinary connections. It also surfaces areas for growth—such as aligning objectives with standards, differentiating for diverse learners, or better leveraging technology and resources. Observation evidence for this standard is valid because it directly assesses how well planning translates into instructional delivery and student engagement. It is reliable through the rubric's clearly defined levels ("ineffective" to "highly effective") and observable indicators like the alignment of learning goals and the design of self-directed learning opportunities. The data are actionable, guiding teachers to refine lesson design, pacing, and resource use in professional learning cycles.
Standard III: Instructional Practice	Instructional practice—how teachers engage, communicate with, and assess students—can only be

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	authentically evaluated through direct observation. The rubric measures how teachers implement standards-aligned instruction, maintain cognitive engagement, communicate effectively, differentiate instruction, and provide timely feedback. Observation identifies how teachers create rigorous, engaging, and inclusive learning experiences. Strengths may include effective questioning, promoting student collaboration, and aligning instruction to standards. Opportunities for growth might include improving differentiation, formative assessment use, or feedback practices to increase student ownership of learning. This measure is valid because it captures instructional behaviors directly connected to student engagement and achievement. The NYSUT rubric ensures reliability by outlining observable evidence such as cognitive challenge, questioning quality, and formative assessment use. Feedback from these observations is actionable, allowing teachers to adjust pacing, deepen questioning strategies, or implement new engagement techniques—fostering continuous instructional improvement.
Standard IV: Learning Environment	A teacher's ability to create a respectful, safe, and intellectually stimulating learning environment is best assessed through observation. Standard IV focuses on the teacher's interactions with students, classroom climate, management of routines, and use of physical space and resources. Observation data reveal teachers' strengths in establishing respectful relationships, fostering student pride and engagement, and managing classroom routines effectively. Areas for growth might include reinforcing positive peer interactions, promoting student self-regulation, or better organizing the environment to maximize access and equity. The observation process is valid because it directly measures classroom culture and management—conditions that significantly impact learning. It is reliable through the rubric's explicit behavioral indicators for each performance level. The feedback is actionable, providing teachers with concrete strategies (e.g., enhancing transitions, promoting student responsibility, or increasing inclusivity) that immediately improve the classroom environment and student outcomes.
Standard V: Assessment for Student Learning	Teacher self-reflection is an essential means of assessing Standard V because it engages teachers in analyzing how effectively they design, implement, and use assessments to support student learning and growth. According to the NYSUT rubric, teachers "design, select, and use a range of assessment tools and processes," "analyze and interpret assessment data," and "reflect upon and evaluate the effectiveness of their comprehensive assessment system." Through structured selfreflection over the

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	course of the evaluation cycle, teachers examine the alignment between their assessment practices, instructional goals, and student outcomes. Self-reflection allows teachers to identify strengths in their ability to use formative and summative assessments to monitor student progress, provide feedback, and engage students in self-assessment. It also highlights opportunities for growth—such as deepening their analysis of assessment data, improving alignment between assessments and standards, or increasing the use of multiple measures and formats. Teachers can recognize patterns in their grading practices, the quality of their feedback, and their capacity to adjust instruction based on student data, all of which are emphasized in the NYSUT rubric's descriptors for "Effective" and "Highly Effective" performance. Teacher self-reflection is a valid measure for Standard V because it directly captures the teacher's own analysis of how assessment influences instruction and student achievement—core components of this standard. When guided by the NYSUT rubric's specific indicators and evidence-based reflection prompts, it provides reliable and consistent insight into assessment practices across contexts. The results are actionable, as reflective analysis generates clear next steps for professional development—such as seeking training in data-driven instruction, improving feedback loops, or designing more equitable assessments. By examining evidence from their own classrooms, teachers foster continuous improvement and align their practices with the rubric's vision of effective assessment for learning.
Standard VI: Professional Responsibilities and Collaboration	Teacher self-reflection is one of the most authentic and meaningful methods to assess Standard VI, which focuses on professional ethics, collaboration, and engagement with stakeholders to promote student growth. The NYSUT rubric emphasizes that teachers "demonstrate professional responsibility," "uphold ethical conduct," "advocate for students," and "collaborate with colleagues, families, and the community". These professional behaviors—rooted in integrity, reflection, and responsiveness—are best assessed through a teacher's deliberate consideration of their own actions, decisions, and contributions to the school community. Self-reflection helps teachers identify their strengths in maintaining high standards of professional conduct, participating as effective team members, and communicating with families and communities. It also reveals opportunities for growth in areas such as proactive advocacy for students, consistent collaboration, time management, or compliance with policies and ethical expectations. By using the NYSUT rubric's performance indicators—ranging from "Demonstrates ethical, professional behavior" to "Engages and collaborates with colleagues and the community"—teachers can pinpoint specific

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	behaviors that demonstrate effectiveness and plan targeted goals for improvement. Self-reflection is valid for this standard because professionalism, collaboration, and ethical conduct are inherently internalized and situational practices that cannot be fully captured by external observation alone. When structured by the NYSUT rubric, reflective self-assessment ensures reliability by anchoring teachers' reflections to observable, standards-aligned behaviors and consistent criteria. The measure is actionable because it promotes ongoing professional development through self-directed goal setting, collaboration with mentors, and active participation in learning communities over the course of the evaluation cycle. This process fosters continuous improvement, encouraging teachers to align their personal and professional practices with the shared vision and mission of their school and district, as outlined in the rubric's "Highly Effective" descriptors.
Standard VII: Professional Growth	Self-reflection identifies teacher strengths and growth opportunities by requiring a systematic alignment of daily practice with the NYS Teaching Standards and the NYSUT Teacher Practice Rubric. By analyzing evidence of student learning and lesson outcomes, teachers pinpoint specific instructional gaps, such as the need for better differentiation or more robust assessment strategies. This process transforms broad standards into a personalized roadmap, allowing educators to recognize where they currently excel and exactly where professional development is required to reach highly effective benchmarks. This measure provides valid and reliable data because it captures the internal cognitive shifts necessary for genuine professional evolution, rather than simply tracking hours spent in workshops. Reliability is maintained through a standardized rubric, ensuring that reflection is a rigorous, evidence-based assessment rather than a subjective narrative. When teachers utilize common rubric language to evaluate their impact, the resulting data is consistent across the district, allowing for a technically sound assessment of professional growth that reflects actual classroom performance. Finally, self-reflection generates actionable data that fuels continuous improvement through a cyclical process of goal-setting and application. These annual reflections turn self-assessment into concrete, measurable steps that inform both personal and school-wide PD initiatives. By bridging the gap between external observations and internal practice, self-reflection creates a collaborative feedback loop that ensures professional learning is targeted, sustainable, and directly linked to increased student achievement.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER EVALUATION - 2H. Teacher Observation**

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TEACHER OBSERVATION

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

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

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

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

NYSUT Teacher Practice Rubric (2014 Edition)

Observation Process

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

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

Observations will be used to collect data over the course of the evaluation cycle. Evidence will be collected and aligned to Teaching Standards I-IV using our observation report, with written evidence collected on district priority elements of the standards (see attached form). Once the evaluation cycle is concluded, evidence from all the observations will be holistically evaluated against the NYSUT Teacher Practice Rubric to determine scores of 1-4 for each of the NYS Teaching Standards I-IV. This holistic score for each standard will be assigned at the end of the evaluation cycle. For Nontenured teachers, this holistic score for each standard will be assigned annually. For Tenured, it will be assigned at the end of the evaluation cycle.

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Nontenured teachers will be observed as follows (all formal observations) over the course of each school year:

1st probationary year formal observations: 3 announced. Middle probationary year(s): 2 announced, 2 unannounced. Final probationary year: 2 announced, 1 unannounced. They will receive a holistic score for each standard I-IV annually based on the evidence from these observations.

Tenured teachers will be observed as follows (all formal observations) over the course of their evaluation cycle: 1 announced and 1 unannounced. They will receive a holistic score for each standard I-IV at the end of their evaluation cycle based on the evidence from these observations.

If applicable, upload scoring-related documentation.

APPENDIX_C__Observation_Report.pdf

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LEA-DEVELOPED MEASURE

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

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

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

Measure

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
All Teachers	Self-Reflection	All teachers will complete a self-reflection form to provide evidence of meeting standards V, VI and VII. Evidence may include any data or artifacts that support their performance on these standards using the NYSUT Teacher Practice Rubric. Probationary teachers will complete self-reflections on standards V, VI and VII annually. Probationary teachers will have a mid-year and end of year meeting with their Principal to review their progress towards and attainment of these standards. Supervisors will evaluate the evidence against the NYSUT rubric and assign a score of 1-4 holistically based on the evidence. Tenured teachers will complete self-reflections for standard VII annually and submit them to their supervisors for review and scoring. Tenured teachers will complete self-reflections for standards V and VI over the course of their evaluation cycle and submit it at the end of their evaluation cycle. Supervisors will evaluate the evidence against the NYSUT rubric and assign a score of 1-4 holistically for each of these standards based on the evidence provided. Tenured teachers will meet with their supervisors at the end of each year to discuss their progress and attainment of the standards.

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Evaluation

	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	☒ Supervisor	Annually for nontenured teachers for standards V-VII, Annually for tenured teachers for standard VII, at end of tenured evaluation cycle for standards V and VI.

Scoring

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

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

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
All Teachers	NYSUT Teacher Practice Rubric	Teachers will submit self-reflections to their evaluator for holistic scoring using the NYSUT Rubric. Evaluators will review the evidence provided by teachers on our self-reflection forms and score it holistically using the NYSUT Teacher Practice Rubric. Annually, probationary teachers will receive a holistic score of 1-4 from their supervisor for each of standards V-VII based on the	Rev_APPENDIX_E-1_Professional_Growth_Standard_VII_Reflection.pdf Rev_APPENDIX_F_V_and_VI_Reflection.pdf

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		evidence provided using the NYSUT rubric. Annually, tenured teachers will receive a holistic score of 1-4 for standard VII based on the evidence provided, using the NYSUT rubric. At the end of the tenured teacher's evaluation cycle, a final score for standard VII will be the average of the three years of preliminary scores. The average of these three scores will be rounded to the nearest whole number (1-4) and assigned as the final Standard VII score. For standards V and VI, tenured teachers will receive a holistic score of 1-4 from their supervisor for each standard based on the evidence provided, using the NYSUT rubric.	

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

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

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

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

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

The district is engaged in ongoing training for faculty and staff on the CR-S Framework, and it is integrated into curriculum and instruction as well as school culture efforts. Both measures used for teacher evaluation -- observation and self-reflection - are aligned to district goals, which prioritize MTSS with a culturally-sustaining lens and social-emotional integration focus. The district sets goals with district administrators and curriculum leaders that prioritize the NYS CRSE Framework and provides in ongoing training for staff. This training results in curriculum development and instructional strategies aligned to the CRSE Framework. Observations, self-reflections, and goal setting (as part of the professional growth standard VII self-reflection on element "sets goals") are aligned to the NYS SEL standards and CRSE framework by design. They are part of school culture, language, training, and our mission. Evidence collected from observations in particular, but not exclusively, will be collected to indicate CR-S Framework integration in lesson design and delivery.

Evaluation via Observation (NYSUT Standards I–IV)

These standards are evaluated through direct classroom interactions, environment reviews, and instructional walk-throughs.

CR-S Principle	Standard I: Knowledge of Students	Standard II: Content & Planning	Standard III: Instructional Practice	Standard IV: Learning Environment
Welcoming & Affirming Environment	Observe if the teacher incorporates student cultural customs and personal/family experiences into lesson design.	Evaluator looks for interdisciplinary planning that facilitates diverse social and cultural perspectives.	Directions are adjusted to meet individual needs, anticipating misunderstandings based on cultural background.	Interactions reflect genuine respect and cultural understanding; classroom visuals represent varied identities.

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High Expectations & Rigorous Instruction	Planning demonstrates accurate knowledge of developmental characteristics and cognitive engagement strategies for <i>each</i> student.	Observe if the teacher translates standards into challenging, self-directed learning experiences.	Instruction engages students at a high level of cognitive challenge, requiring all students to think and reason.	Teacher motivates students to initiate their own learning and strive to meet challenging goals.
Inclusive Curriculum & Assessment	Lesson plans utilize student-interest surveys to understand and integrate cultural contexts.	Content includes diverse voices and authors, framing subjects within local and global cultural contexts.	Use of culturally responsive strategies like storytelling or project-based learning to honor cultural traditions.	Evaluator observes equitable access to resources and technology for all student groups.
Ongoing Professional Learning	Observe if the teacher incorporates specific information about the school community into instructional design.	The teacher uses current developments in pedagogy and content to relate themes to one another.	Observational evidence of the teacher using research-based practices to facilitate student-to-student interaction.	Teacher and students co-construct seamless routines that maximize participation and cooperation.

Evidence will be collected using our Frontline Professional Growth system, which documents observations and feedback as well as professional learning workshops and coursework. This evidence will be analyzed during our annual MTSS data team meeting and presentations and used by our curriculum leaders and professional development team to determine the extent and effectiveness of our CRSE work. While observations will serve as our primary measure for evidence of CRSE integration, data analysis will remain a critical component of evaluating the success of our integration, as we analyze and publicize data related to our students' academic and SEL/sense of belonging growth and gap-closing.

Data analysis is part of our district-wide focus, which informs goal setting for every teacher. As MTSS informs all of our district work, we constantly look at student performance data in behavior, academics, SEL and mental health both in aggregated and disaggregated form, including looking at student groups by gender, race/ethnicity, ELL status, economic status, IEP status, and 504 status. This analysis informs our professional development and curriculum work.

While the observation process will serve as the primary source of evidence, teachers will also be asked to integrate the CRSE framework principles into their self-reflections. Below are models we will share with teachers to help inform their self-reflections. Additionally, our staff developers supporting our MTSS efforts are all selected for their stated integration of culturally responsive pedagogy in their approach (e.g., CAST, BOCES) and our new teachers will continue to receive mentorship and instruction in CRSE as part of their induction program, providing multiple opportunities for teachers to enhance their practice and reflect on it through the CRSE lens.

Evaluation via Self-Reflection (NYSUT Standards V-VII)

Using the NYSUT Rubric (Standards V, VI, and VII) and the NYS CR-SE Framework Crosswalk, teacher self-reflection is used to provide evidence that culturally responsive-sustaining practices are embedded in assessment, professional responsibilities, collaboration, and professional growth. The examples below demonstrate how a teacher might reflect on practice while aligning to the CR-SE principles.

NYSUT Rubric Element	CR-SE Principle	Self-Reflection Evidence Example
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V.2A Uses assessment data as feedback to set goals with students	Using culturally responsive assessment practices	"After analyzing formative assessment data, I met individually with students to set personalized learning goals. Students selected goal-monitoring methods that reflected their strengths (visual trackers, oral conferences, digital portfolios, or written reflections). I differentiated instruction based on assessment results and linguistic needs, ensuring students had multiple pathways to demonstrate growth. Students regularly monitored progress and adjusted goals."
V.5A Communicates purposes and criteria	Using culturally responsive assessment practices	"Before each assessment, I clearly communicated learning targets, success criteria, and assessment purposes using student-friendly language and translated materials when needed. Students discussed exemplars and co-constructed criteria to ensure understanding across diverse cultural and linguistic backgrounds. Students could explain the purpose of the assessment and how success would be measured."
VI.1A Demonstrates ethical, professional behavior	Engaging with families and communities	"I sought feedback from students, families, and colleagues regarding classroom inclusivity and communication practices. Based on survey responses from multilingual families, I adjusted communication methods and increased opportunities for two-way communication. This reflection strengthened trust and ensured that family voices informed instructional decisions."

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VI.2A Participates on an instructional team	Engaging with families and communities	"I collaborated proactively with grade-level colleagues, ENL teachers, special educators, and paraprofessionals to review student data and develop culturally responsive instructional strategies. I shared successful practices for incorporating students' cultural experiences into lessons and worked with community partners to support student learning."
VII.2A Sets goals	Pursuing culturally responsive professional development	"After reflecting on classroom data and student feedback, I established a professional goal to increase culturally responsive instructional practices. I participated in CR-SE professional learning opportunities and implemented strategies that amplified student voice, representation, and culturally sustaining pedagogy. I monitored the impact through student engagement data and reflective journaling."
VII.3B Collaborates with peers	Pursuing culturally responsive professional development	"I engaged in peer observations focused on culturally responsive teaching practices and participated in a professional learning community centered on equity and inclusion. Through collaborative reflection, I adjusted instructional and assessment practices to better support historically marginalized students and shared findings with colleagues."

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**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.

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

At what level are professional learning goals organized?

Please select all that apply.

- ☒ **Building level**
- ☒ **Grade level**
- ☒ **Content groups**
- ☒ **Other: Districtwide learning goals also inform resource allocation and areas of focus for professional learning.**

What will provide the basis for professional learning goals?

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

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Please select all that apply.

- ☒ Needs assessment
- ☒ Student outcome data
- ☒ Research study results
- ☒ Research literature
- ☒ Published education trends
- ☒ Colleague surveys/feedback
- ☒ Parent/family surveys/feedback

What qualitative and/or quantitative data or information sources does your LEA review to determine teacher and/or student needs?***Please select all that apply.***

- ☒ Formative/summative assessment data
- ☒ Observation notes
- ☒ Exit surveys from prior professional learning opportunity
- ☒ Stakeholder satisfaction surveys

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

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

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

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

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

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

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

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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 Level 1 or Level 2 on their evaluation.

Teacher_Professional_Support_Plan.pdf

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

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EVALUATOR TRAINING

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

- ☒ As a component district, training is conducted by, or in conjunction with, a BOCES
- ☒ 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 - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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TEACHER EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

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

TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

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

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

TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

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

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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	The standard rating for each of standards I-VII will be averaged to come up with an overall rating, which will be rounded to the nearest 0.1 and assigned a final rating (1, 2, 3 or 4) using this overall rating conversion:		
☐ Teacher group 1			
☐ Teacher group 2			
☐ Teacher group 3			
	3	2	1
	3.4-2.5	2.4-1.75	1.74-1

If applicable, upload a document related the assignment of an overall rating below.

Rev_APPENDIX_H_1_Final_Eval_Prob.pdf

Rev_APPENDIX_H_2_Final_Eval_Tenured.pdf

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

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

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

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TENURED TEACHER EVALUATION SCHEDULE

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

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

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

If subsets of tenured teachers are rated on different schedules:

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

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

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

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

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

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

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

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

TEACHER APPEALS ASSURANCES

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

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

Please read the assurances below and check each box.

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

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

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

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

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APPLICABILITY OF THE TEACHER STEPS PLAN

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

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

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

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

6.17.26 EVAL3012e_Teacher_CertificationForm.pdf

APPENDIX F-1
Standards V-VI Self-Reflection Input Form
Teachers, Library Media Specialists, Interventionists, Related Service Providers

Teacher: _____

School: _____

School Year: _____

Select: _____ Mid-Year Report _____ End of year _____ Announced

Observation Year

All Probationary: 1/15

Probationary Optional: Due 5/15

Tenured: Due 5/15

The final evaluation document offers a comprehensive review of a teacher's practice across all of the NYS teaching and learning standards. As such, it is important to elicit input from the staff around standards that are difficult to assess through the observation process. Please provide information on the standards listed below.

Standard V: Assessment for Student Learning Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction	
V.2A Uses assessment data as feedback to set goals with students. 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. Use bullet points to address: • How do you use assessment data in your practice? • How do you support goal setting for your students? • How do you encourage student self-assessment and monitoring of progress?	Reflection:
V.5A Communicates purposes and criteria. Teacher regularly communicates purpose of assessments, the assessment criteria, and the parameters for success clearly to students and checks for student understanding. Use bullet points to address: • How do you communicate purpose of assessments? • How do you communicate assessment criteria and parameters for success clearly to students? • How do you check for student understanding?	Reflection:

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

VI.1A Demonstrates ethical, professional behavior.

Teacher interactions with colleagues, students, families and the public consistently model the highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.

- Use bullets to describe your: collaboration with colleagues, service to the school and participation in school and district projects.

Reflection:**VI.2A Participates on an instructional team.**

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.

- Use bullets to describe your work on your instructional team and collaboration with colleagues.

Reflection:

APPENDIX E-1

Professional Growth Reflection {Standard VII}

Teachers, Library Media Specialists, Interventionists, Related Service Providers

The form will be completed on an annual basis to provide evidence for Standard VII: Professional Growth. Use the form to reflect on your goal progress and your collaboration with colleagues.

Educator: _____

Date: _____

VII 2.A. Please evaluate the progress you made for your annual goal. Limit your response to 500 words.

VII 3.B. Please describe your collaboration with your colleagues.

Below should be completed by the LEAD EVALUATOR.

Standard VII. Professional Growth					
	Indicator	1	2	3	4
VII.2 A	Sets goals.	Teacher does not set goals to enhance strengths or address weaknesses in teaching practice.	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 sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated and improve teaching and learning.	Teacher sets goals to enhance areas of strengths or address areas of weaknesses in practice. Goals are well formulated with specific student learning needs.
VII. 3B	Collaborates with Peers	Teacher does not collaborate with peers, or interactions are negative.	Teacher inconsistently collaborates with peers to improve professional practice.	Teacher regularly collaborates with peers to improve professional practice	Teacher actively and consistently collaborates with peers to improve professional practice. Teacher makes significant contributions to improve practice in the school.

Each indicator score will be recorded here. The average of the two indicators will be used to determine the annual score for Standard VII.

Final Average Score (rounded to the nearest whole number): _____

Comments (Optional):

Evaluator Signature: _____

Date: _____

Educator Signature: _____

Date: _____

APPENDIX C

OBSERVATION REPORT

Teacher Name: _____

Observer: _____

Date: _____

Type of Observation:

Class: _____

____ **Announced** ____ **Unannounced**

OBSERVATION REPORT

STANDARD 1: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

I.2A Uses strategies to support learning and language acquisition.

Teacher designs lessons to include several instructional strategies that support the learning and language acquisition needs of each student.

I.3A Plans for student strengths, interests, experiences to meet diverse learning needs of each student.

Teacher planning varies or modifies instruction to meet diverse learning needs of each student using student strengths, interests or experiences.

Evidence Observed

STANDARD II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

II.1A Understands key discipline concepts, themes, learning standards and key disciplinary language.

Teacher understands and plans key discipline concepts and themes in the discipline and can relate them to one another. Teacher plans instruction that allows students to be cognitively engaged in their use and comprehension of key discipline language.

II.4A Articulates learning objectives/goals with learning standards.

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.

II.6B Selects materials and resources.

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.

Evidence Observed

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

III.1B Engages students

Evidence Observed

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. III.3A Articulates measures of success. Teacher articulates how success will be measured. <u>Students can articulate how their success will be measured.</u> III.4A Differentiates instruction. 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. III.5A Provides synthesis, critical thinking, problem-solving and opportunities for collaboration. Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and/or initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard.	
--	--

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

IV.1A Interactions with students. 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. IV.3A Establishes routines/ procedures/transitions and expectations for student behavior. The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation.	Evidence Observed
---	--------------------------

Commendations:

Recommendations:

Evaluator Signature: _____

Date: _____

Teacher: _____

Date: _____

The teacher's signature does not necessarily signify agreement with the statements in this report. The teacher has a right to file a written response, which will be part of the teacher's file. A copy of this report is to be given to the teacher.

Personalized Professional Support Plans for Teachers

Name:

School:

Evaluator:

School Year:

Rating:

Length of Support Plan:

Year in Probationary Period OR Years of Service in Ardsley:

NYS Teaching Standard in need of support (check all that apply):

- ☐ I. Knowledge of Students and Student Learning
- ☐ II. Knowledge of Content and Instructional Planning
- ☐ III. Instructional Practice
- ☐ IV. Learning Environment
- ☐ V. Assessment for Student Learning
- ☐ VI. Professional Responsibilities and Collaboration
- ☐ VII. Professional Growth

Please thoroughly complete the following for each NYS Teaching Standard identified as in need of support:

- What standard/area is in need of support ? Which specific performance indicators of effective instruction are to be targeted in this support plan?
- What is the improvement timeline for this support plan? Describe all actions taken by the teacher and the administrator to monitor change, and the dates to review progress:
- How will improvement be assessed? Describe the necessary data/evidence to be collected to document teacher growth. Indicate which artifacts will be used as benchmarks and which will be used to assess the final stage of the support plan:
- Provide the details of all necessary professional learning activities, including how the district will support growth in the identified area(s). Describe any differentiated activities the teacher will engage in to support improvement:
- Describe any additional support and assistance needed for this support plan:

Teacher:

Date:

Evaluator:

Date:

APPENDIX H-1
STEPS Final Evaluation - Probationary Teachers
Including Teachers, Library Media Specialists

Probationary teachers will receive a final STEPS evaluation annually.

Teacher: _____
School Year: _____

Building: _____
Evaluator: _____

A. EVALUATION OF STANDARDS I-VII

		Rating Scale [1-4]
		SCORE [1-4] Round to the nearest whole number.
Standard I	Knowledge of students and student learning (Observations)	
Standard II	Knowledge of Content and Instructional Planning (Observations)	
Standard III	Instructional Practice (Observations)	
Standard IV	Learning Environment (Observations)	
Standard V	Assessment for Student Learning (Self-Reflection)	
Standard VI	Professional Responsibilities and Collaboration (Self-Reflection)	
Standard VII	Professional Growth (Self-Reflection)	

B. Composite Score

Sum of all Standard Scores / 7 = _____ {Round to the nearest 0.1}

C. Final STEPS Composite Score [Circle/Highlight]

4	3	2	1
4.0-3.5	3.4-2.5	2.4-1.75	1.74-1

D. Teacher Support Plan Needed: YES_____ NO_____

E. Employment recommendations:
_____Continued employment _____Not recommended for continued employment
_____Recommended for Tenure _____Place on Teacher Support Plan (TSP)

F. Attendance

In _____, you used _____for illness and _____days for personal business. In _____the average teacher use of personal illness and personal business was _____days. Statistics are reflected as of the date of this evaluation.

Evaluator Signature: _____ Title: _____ Date: _____

I have read and received a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation. *The educator has the right to file a written response, which will be part of the educator's file. A copy of this report is to be given to the educator.*

Teacher Signature: _____ Date: _____

APPENDIX H-2
STEPS Final Evaluation - Tenured Teachers
Including Teachers, Library Media Specialists

Tenured educators will receive this form at the conclusion of their Evaluation Cycle (Announced Observation Year). Tenured educators will receive a Professional Growth Score annually.

Teacher: _____
School Year: _____

Building: _____
Evaluator: _____

A. OBSERVATIONS / SELF -REFLECTION

	Observations	Score (1-4)
Standard I	Knowledge of students and student learning (Observations)	
Standard II	Knowledge of Content and Instructional Planning (Observations)	
Standard III	Instructional Practice (Observations)	
Standard IV	Learning Environment (Observations)	
Standard V	Assessment for Student Learning (Self-Reflection)	
Standard VI	Professional Responsibilities and Collaboration (Self-Reflection)	

B. SELF-REFLECTION

		Professional Growth Year	Unannounced Year	Announced Year	Average Round to the nearest whole number.
Standard VII	Professional Growth (Self-Reflection)	*	*		

**Whole number score reported to the state*

C. Composite Score

(Sum of Standards I-VI and Average of VII) / 7 = _____ {Round to the nearest 0.1}

D. Final STEPS Composite Score [Circle/Highlight]

4	3	2	1
4.0-3.5	3.4-2.5	2.4-1.75	1.74-1

E. Teacher Support Plan Needed: YES_____ NO_____

F. Employment recommendations:
_____Continued employment _____Not recommended for continued employment
_____Recommended for Tenure _____Place on Teacher Support Plan
(TSP)

G. Attendance

In _____, you used _____ for illness and _____ days for personal business. In _____
_____the average teacher use of personal illness and personal business was _____ days.
Statistics are reflected as of the date of this evaluation.

Evaluator Signature: _____ Title: _____ Date: _____

I have read and received a copy of this report. I understand that my signature indicates awareness of, but not necessarily agreement with the evaluation. *The educator has the right to file a written response, which will be part of the educator's file. A copy of this report is to be given to the educator.*

Teacher Signatures _____ Date: _____

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.

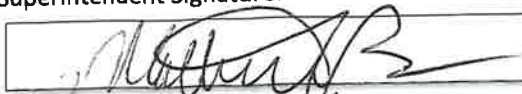
The LEA and its collective bargaining agent(s), where applicable, also make the following certifications with respect to their STEPS plan:

- 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: 6-17-26



Superintendent Name (print):

DR. MATTHEW BLOCK

Teachers Union President Signature:

Date: 6/17/26



Teachers Union President Name (print):

ALYSON TINA

Board of Education President Signature:

Date: 6/17/26



Board of Education President Name (print):

MITCHELL KLEINMAN