

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.

☒ No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of teachers.

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 GROUP 1

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

Please indicate the type(s) of teachers the information in the tables below will be applicable to; this will be **TEACHER GROUP 1**.

- To indicate groups based on a type and tenure status, please make applicable selections in both columns.
- If teacher groupings are based on type only and not tenure status, please make the applicable selections in the first column and choose "All teachers listed in the previous column, regardless of tenure status" in the second column.
- If teacher groupings are based on tenure status only, please select "All teachers based on tenure status" in the first column and either "Probationary" or "Tenured" in the second column.

	Type of Teacher(s)	Tenure Status
TEACHER GROUP 1	☒ All teachers based on tenure status (please indicate status in the next column)	☒ Tenured

TEACHER GROUP 1: MEASURES

The STEPS plan must include observations for all teachers. Please check the additional measure(s) that will be used for the evaluation of **TEACHER GROUP 1** across all New York State Teaching Standards.

☒ Teacher project

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the NYS Teaching Standards for **TEACHER GROUP 1**.

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					☒ V	☒ VI	☒ VII
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.

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TEACHER GROUP 1: RATIONALE

Please complete the information in the table below for each applicable NYS Teaching Standard to describe the evaluation process for TEACHER GROUP 1.

- 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.

	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 Observation Through observation, evaluators can assess how well a teacher tailors instruction to meet the diverse learning needs, interests, and backgrounds of students. Evidence may include differentiated instruction, formative assessment use, or scaffolding techniques that support learning. District Professional Learning & Support- To strengthen teacher practice in this standard, the district will provide targeted professional learning on differentiation, student engagement strategies, and culturally responsive-sustaining practices. Teachers may be paired with instructional coaches or TOSAs to co-plan lessons, analyze student data, and build scaffolds aligned to learner profiles. PLC teams will support ongoing monitoring of student needs, and teachers demonstrating additional need may participate in focused cycles of coaching, model lesson observations, and data-driven reflection sessions.
Standard II: Knowledge of Content and Instructional Planning	Teacher Observation Through direct observation, evaluators can assess how well a teacher demonstrates deep understanding of the subject matter and effectively translates that knowledge into coherent, standards-aligned instructional plans. Observations allow for evaluation of the teacher's ability to select appropriate resources, design purposeful learning experiences, and adjust instruction based on student needs. By witnessing how content is introduced, scaffolded, and reinforced during live instruction, evaluators gather concrete evidence of the teacher's capacity to plan and deliver content-rich lessons that promote student learning, fully addressing the expectations of Standard 2. District Professional Learning & Support- The district will provide job-embedded curriculum support through grade-level and department-level PLCs, curriculum writing teams, and targeted instructional planning workshops aligned to the Next Generation Learning Standards. Teachers needing additional growth will receive coaching in backward design, unit alignment, lesson internalization, resource selection, and sequencing for rigor. The district may also offer co-planning

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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.
	cycles with TOSAs, model lessons, micro-PD on instructional design, and guided reflection protocols focused on strengthening strategic planning and delivery of content-rich instruction.
Standard III: Instructional Practice	Teacher Observation Observations capture the strategies and methods used to engage students in rigorous learning aligned to learning objectives. Evaluators can assess the clarity of instruction, the use of formative assessments during lessons, pacing, questioning techniques, and how well students are being challenged to think critically and solve problems. This allows for specific feedback on instructional delivery and alignment to content standards. District Professional Learning & Support- Professional learning will emphasize high-impact instructional strategies, including clarity of learning targets, checks for understanding, student discourse, and scaffolds for rigorous thinking. Teachers needing support may participate in coaching cycles focused on lesson delivery, pacing, cold-call and discussion strategies, and formative assessment integration. The district will leverage model classrooms, video study, and collaborative planning structures to reinforce strong instructional moves. PLCs will serve as ongoing spaces to analyze student work, refine instructional practices, and monitor the impact of adjustments.
Standard IV: Learning Environment	Teacher Observation Observers can evaluate how the teacher establishes routines, expectations, and relationships that foster a safe, respectful, and supportive classroom culture. Attention is given to how well the teacher manages student behavior, encourages student voice, and builds a community conducive to learning. This standard also includes equitable practices and culturally responsive teaching. District Professional Learning & Support- To support teachers in building strong learning environments, the district will provide professional learning on relationship-building strategies, restorative practices, CR-SE-aligned routines, classroom management systems, and trauma-informed approaches. Teachers may participate in side-by-side coaching focused on micro-moves that strengthen culture, proactive management, and equitable participation. Administrators and TOSAs can facilitate classroom walk-throughs, peer observations, and reflection protocols that highlight effective routines, transitions, and community-building practices. Additional supports—such as behavior specialists, SEL teams, or small-group PD—may be used when deeper intervention is needed.
Standard V: Assessment for	

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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.
Student Learning	Project- A project aligned to this standard may involve the design of a unit plan, curriculum map, or series of lessons that integrates content standards with research-based instructional practices. It might include interdisciplinary planning, differentiated instructional strategies, or scaffolding techniques that demonstrate the teacher's depth of content knowledge and intentional planning for student understanding. District Professional Learning & Support- The district will support teachers through professional learning in assessment design, data analysis routines, progress monitoring, and intervention planning. Teachers will receive coaching in how to analyze student work, use formative assessment tools, and adjust instruction responsively. PLCs will play a central role by providing structured data cycles where teachers collaboratively identify trends, design targeted supports, and evaluate the impact of instructional decisions. For teachers needing additional assistance, TOSAs may guide assessment alignment and model effective practices.
Standard VI: Professional Responsibilities and Collaboration	Project- A project that meets this standard may involve collaborative efforts with colleagues, such as co-developing instructional materials, engaging in team-based data analysis, or participating in professional learning communities. It may also include contributions to school-wide initiatives, mentoring, or presenting instructional findings to peers, demonstrating the teacher's investment in collective professional success. District Professional Learning & Support- The district will offer professional learning that supports collaboration, reflective practice, and professional accountability. Teachers needing growth in this area may participate in facilitated PLC structures, mentoring or peer partnerships, and guided reflection sessions tied to their goal. Administrators and coaches will provide support on documentation, professional communication, ethical practice, and collaborative inquiry routines. When appropriate, teachers may receive more intensive one-on-one coaching focused on strengthening professional habits, meeting deadlines, and contributing effectively to the school community.
Standard VII: Professional Growth	Project- To address this standard, the project may center on the teacher's own learning journey—such as implementing new instructional methods based on professional development, engaging in action research, or setting and evaluating personal teaching goals. Reflective practices, documentation of growth, and application of new learning would be key features that show a

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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.
	commitment to ongoing improvement. District Professional Learning & Support- The district will support teachers through targeted PD aligned to their identified growth areas, access to instructional coaches, and opportunities to participate in specialized workshops or micro-credential pathways. Teachers needing additional development may engage in structured coaching cycles, guided inquiry projects, and reflective practice protocols aligned to their goals. The district will also provide modeling, peer observation opportunities, and curated resources that help educators integrate new learning into practice. As part of STEPS, teachers will receive ongoing administrator feedback and support designed to foster continuous, sustainable growth.

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TEACHER PROJECT: TEACHER GROUP 1

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

A teacher project may be implemented as a measure to demonstrate alignment of professional practices in teaching and learning.

One example could be a research project which includes formative and summative data collection as well as a requirement to share the project and results with colleagues.

Please complete the information below to describe the process related to the use of teacher projects for TEACHER GROUP 1.

Project Description**WHAT IS THE NATURE OF THE TEACHER PROJECT?**

Please select all that apply.

- ☒ Integrated lesson plan/unit
- ☒ Instructional material development
- ☒ Lesson plan development
- ☒ Unit plan development
- ☒ Assessment/assessment program development
- ☒ Original research

PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE TEACHER PROJECT.

This description should include, but not be limited to:

- **How the project was selected**
- **The type of activities the teacher will engage in as part of completing the project**
- **The type of content that will be scored**

The project will focus on the teacher's reflection on instructional needs within their classroom, school improvement priorities, and personal areas for professional growth. The project will align with Standards V, VI, and VII by addressing both student learning and educator development. Selection may be informed by student data, prior evaluations, curriculum gaps, or opportunities identified through collaborative planning with colleagues or school leaders.

To complete the project, the teacher will:

- Design a unit plan, curriculum map, or series of lessons that integrate content standards with evidence-based strategies (Standard V)
- Implement differentiated instruction and scaffolding techniques to meet diverse student needs
- Collaborate with colleagues through team-based data analysis, co-creation of instructional materials, or participation in PLCs (Standard VI)
- Engage in professional learning, implement new strategies learned from PD, and reflect on practice through classroom-based action research or progress monitoring (Standard VII)

The project will be scored based on:

- Evidence of alignment to NYS Teaching Standards V, VI, and VII
- Quality and intentionality of instructional design and use of assessment practices

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- Level of professional collaboration and contribution to collective instructional improvement

Additional details about the teacher project may be uploaded below.

(No Response)

Project Evaluation

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

Project Scoring

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

HOW ARE TEACHER PROJECTS SCORED?

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

Each of the three NYS Teaching Standards connected to the **teacher project process**—**Standard V: Assessment for Student Learning**, **Standard VI: Professional Responsibilities and Collaboration**, and **Standard VII: Professional Growth**—will be individually scored using a 1–4 rating scale. Final ratings will reflect how well the educator's teacher project and related actions align with the expectations outlined in each of these standards over the course of the year. The Marzano Focused Teacher Evaluation Model elements will be mapped to the NYS Teaching Standards to support alignment and clarity in the evaluation process, as follows:

- **Standard V: Assessment for Student Learning** – Marzano Elements 3, 14, 15
- **Standard VI: Professional Responsibilities and Collaboration** – Marzano Elements 21, 22, 23
- **Standard VII: Professional Growth** – Marzano Elements 22, 23

Each Marzano element will be scored on a 1-4 scale, and an average of the ratings for the applicable Marzano elements within each standard will be used to generate the educator's final score for that standard.

Timeline: An initial meeting with the evaluator will be held between **October and early November** to outline the teacher project. A follow-up meeting will take place **after April 1** to share evidence of project implementation and impact.

Rating Scale:

- **4 – Exceeds Expectations:** The educator consistently demonstrates exemplary practices aligned to the standard, going beyond expectations through innovative, reflective, and data-driven project work that positively impacts student learning and professional growth.
- **3 – Meets Expectations:** The educator meets the standard by developing an appropriate, data-informed project, engaging in collaboration, and showing evidence of professional learning and instructional improvement.
- **2 – Partially Meets Expectations:** The educator shows partial alignment to the standard, with a project that may lack clarity, data connection, or follow-through, and demonstrates inconsistent collaboration or reflection.
- **1 – Does Not Meet Expectations:** The educator does not meet the standard, as evidenced by the absence of a measurable project, limited use of assessment data, and minimal engagement in collaboration or professional growth.

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TEACHER OBSERVATION: TEACHER GROUP 1

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 for TEACHER GROUP 1.

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

Marzano's Focused Teacher Evaluation Model

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>
	☒ Administrator	2	☒ Formal, announced	☒ In person

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

Teacher observations are scored using the *Marzano Focused Teacher Evaluation Model*, a research-based framework designed to promote effective instructional practices. During each observation, specific elements from the Marzano model are identified and rated based on observable evidence of teaching and student engagement. These elements provide a structured and consistent lens through which teaching effectiveness is assessed. To ensure alignment with statewide expectations, the Marzano Focused Teacher Evaluation Model elements are mapped to the NYS Teaching Standards as outlined below. For each standard, the specific Marzano elements that align to it will be averaged to determine the educator's score for that standard. This ensures a consistent, standards-based, and evidence-informed approach to evaluation.

Mapping of Marzano Elements to NYS Teaching Standards:

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- **Standard I: Knowledge of Students and Student Learning** – Elements 3, 6, 15, 19, 20
- **Standard II: Knowledge of Content and Instructional Planning** – Elements 1, 2, 4, 5, 11, 13, 22
- **Standard III: Instructional Practice** – Elements 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16
- **Standard IV: Learning Environment** – Elements 15, 16, 17, 18, 19, 20

Each Marzano element will be scored on a 1-4 scale, and an average of the ratings for the applicable Marzano elements within each standard will be used to generate the educator's final score for that standard.

This mapping ensures that our observation process not only reflects district instructional priorities but also aligns directly with the competencies outlined by the New York State Education Department. By connecting Marzano elements to the NYS Teaching Standards, we provide teachers with actionable feedback that supports their professional growth in a clear and standards-aligned manner.

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TEACHER GROUP 2

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

Please indicate the type(s) of teachers the information in the tables below will be applicable to; this will be **TEACHER GROUP 2**.

- To indicate groups based on a type and tenure status, please make applicable selections in both columns.
- If teacher groupings are based on type only and not tenure status, please make the applicable selections in the first column and choose "All teachers listed in the previous column, regardless of tenure status" in the second column.
- If teacher groupings are based on tenure status only, please select "All teachers based on tenure status" in the first column and either "Probationary" or "Tenured" in the second column.

	Type of Teacher(s)	Tenure Status
TEACHER GROUP 2	☒ All teachers based on tenure status (please indicate status in the next column)	☒ Probationary

TEACHER GROUP 2: MEASURES

The STEPS plan must include observations for all teachers. Please check the additional measure(s) that will be used for the evaluation of **TEACHER GROUP 2** 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 for **TEACHER GROUP 2**.

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					☒ V	☒ 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.

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TEACHER GROUP 2: RATIONALE

Please complete the information in the table below for each applicable NYS Teaching Standard to describe the evaluation process for TEACHER GROUP 2.

- 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.

	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 Observation Through observation, evaluators can assess how well a teacher tailors instruction to meet the diverse learning needs, interests, and backgrounds of students. Evidence may include differentiated instruction, formative assessment use, or scaffolding techniques that support learning. District Professional Learning & Support- To strengthen teacher practice in this standard, the district will provide targeted professional learning on differentiation, student engagement strategies, and culturally responsive-sustaining practices. Teachers may be paired with instructional coaches or TOSAs to co-plan lessons, analyze student data, and build scaffolds aligned to learner profiles. PLC teams will support ongoing monitoring of student needs, and teachers demonstrating additional need may participate in focused cycles of coaching, model lesson observations, and data-driven reflection sessions.
Standard II: Knowledge of Content and Instructional Planning	Teacher Observation Through direct observation, evaluators can assess how well a teacher demonstrates deep understanding of the subject matter and effectively translates that knowledge into coherent, standards-aligned instructional plans. Observations allow for evaluation of the teacher's ability to select appropriate resources, design purposeful learning experiences, and adjust instruction based on student needs. By witnessing how content is introduced, scaffolded, and reinforced during live instruction, evaluators gather concrete evidence of the teacher's capacity to plan and deliver content-rich lessons that promote student learning, fully addressing the expectations of Standard 2. District Professional Learning & Support - The district will provide embedded curriculum support through grade-level and department-level PLCs, curriculum-writing teams, and targeted instructional-planning workshops aligned with the Next Generation Learning Standards. Teachers needing additional growth will receive coaching in backward design, unit alignment, lesson internalization, resource selection, and sequencing for rigor. The district may also offer co-planning cycles with

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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.
	TOSAs, model lessons, micro-PD on instructional design, and guided reflection protocols focused on strengthening strategic planning and delivery of content-rich instruction.
Standard III: Instructional Practice	Teacher Observation Observations capture the strategies and methods used to engage students in rigorous learning aligned to learning objectives. Evaluators can assess the clarity of instruction, the use of formative assessments during lessons, pacing, questioning techniques, and how well students are being challenged to think critically and solve problems. This allows for specific feedback on instructional delivery and alignment to content standards. District Professional Learning & Support- Professional learning will emphasize high-impact instructional strategies, including clarity of learning targets, checks for understanding, student discourse, and scaffolds for rigorous thinking. Teachers who need support may participate in coaching cycles focused on lesson delivery, pacing, discussion strategies, and the integration of formative assessment. The district will leverage model classrooms, video study, and collaborative planning structures to reinforce strong instructional moves. PLCs will serve as ongoing spaces to analyze student work, refine instructional practices, and monitor the impact of adjustments.
Standard IV: Learning Environment	Teacher Observation Observers can evaluate how the teacher establishes routines, expectations, and relationships that foster a safe, respectful, and supportive classroom culture. Attention is given to how well the teacher manages student behavior, encourages student voice, and builds a community conducive to learning. This standard also includes equitable practices and culturally responsive teaching. District Professional Learning & Support- To support teachers in building strong learning environments, the district will provide professional learning on relationship-building strategies, CR-SE-aligned routines, classroom management systems, and trauma-informed approaches. Teachers may participate in side-by-side coaching focused on instructional moves that strengthen culture, proactive management, and equitable participation. Administrators and TOSAs can facilitate classroom walk-throughs, peer observations, and reflection protocols that highlight effective routines, transitions, and community-building practices. Additional supports—such as behavior specialists, SEL teams, or small-group PD—may be used when deeper intervention is needed.
Standard V: Assessment for Student Learning	Goal Setting and Attainment- The process of goal setting and attainment directly supports

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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 5 by encouraging educators to use multiple sources of student learning data to inform their practice. When teachers establish measurable goals based on assessment results, they demonstrate a commitment to using evidence to drive instructional decisions. Throughout the year, as they monitor progress toward these goals, educators engage in ongoing assessment practices that help them adjust instruction, provide targeted interventions, and ultimately improve student achievement. This continuous cycle of setting objectives, gathering evidence, and reflecting on outcomes embodies the principle of assessment for learning rather than simply assessment of learning. District Professional Learning & Support- The district will support teachers through professional learning in assessment design, data analysis routines, progress monitoring, and intervention planning. Teachers will receive coaching on analyzing student work, using formative assessment tools, and adjusting instruction responsively. PLCs will play a central role by providing structured data cycles where teachers collaboratively identify trends, design targeted supports, and evaluate the impact of instructional decisions. For teachers needing additional assistance, TOSAs may guide assessment alignment and model effective practices.
Standard VI: Professional Responsibilities and Collaboration	Goal Setting and Attainment- Goal setting and attainment also advance Standard 6 by reinforcing an educator's responsibility to maintain high professional standards and collaborate with others. Teachers take ownership of their professional growth by setting goals that are meaningful and aligned to student needs, school priorities, or broader educational objectives. Often, goal development and progress monitoring occur in collaboration with colleagues, administrators, and instructional coaches, fostering a culture of shared responsibility for student success. By reflecting on their practice and engaging in open dialogue about strategies and outcomes, teachers demonstrate ethical practice, accountability, and a commitment to collective improvement. District Professional Learning & Support- The district will offer professional learning that supports collaboration, reflective practice, and professional accountability. Teachers needing growth in this area may participate in facilitated PLC structures, mentoring or peer partnerships, and guided reflection sessions tied to their goal. Administrators and coaches will provide support on documentation, professional communication, ethical practice, and collaborative inquiry routines. When appropriate, teachers may receive more intensive one-on-one coaching focused on strengthening professional habits, meeting deadlines, and contributing effectively to the school

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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.
	community.
Standard VII: Professional Growth	Goal Setting and Attainment- Finally, the goal setting and attainment process strongly supports Standard 7 by promoting continuous professional learning and reflective practice. By analyzing student outcomes and instructional effectiveness, educators identify specific areas where they can enhance their skills and knowledge. Setting targeted goals encourages teachers to seek out professional development opportunities, implement new strategies, and evaluate their impact over time. This ongoing cycle of self-assessment, goal refinement, and professional learning ensures that educators remain responsive to the evolving needs of their students and committed to their own growth as effective practitioners. District Professional Learning & Support - The district will support teachers through targeted PD aligned with their identified growth areas, access to instructional coaches, and opportunities to participate in specialized workshops or micro-credential pathways. Teachers needing additional development may engage in structured coaching cycles, guided inquiry projects, and reflective practice protocols aligned to their goals. The district will also provide modeling, peer observation opportunities, and curated resources that help educators integrate new learning into practice. As part of STEPS, teachers will receive ongoing administrator feedback and support designed to foster continuous, sustainable growth.

Are there additional group(s) of teachers that have not been addressed on this and previous pages?
☒ No, all teachers have been addressed in the information that has been entered.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2D-2. Goal Setting and Attainment**

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GOAL SETTING AND ATTAINMENT: TEACHER GROUP 2

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 for TEACHER GROUP 2.

Goal Creation**WHAT INFORMATION WILL BE USED TO CREATE GOALS?**

Please select all that apply.

- ☒ Student performance data
- ☒ Observations
- ☒ 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.

Clarence CSD_ Probationary Teacher Goal Setting Template 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	☒ 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.

Each of the three NYS Teaching Standards connected to the goal-setting and attainment process—**Standard V: Assessment for**

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 2. TEACHER GROUP 2 - 2D-2. Goal Setting and Attainment**

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Student Learning, Standard VI: Professional Responsibilities and Collaboration, and Standard VII: Professional Growth—will be individually scored using a 1–4 rating scale. Final ratings will reflect how well the educator’s goal-setting process and related actions align to the expectations outlined in each of these standards over the course of the year. The Marzano Focused Teacher Evaluation Model elements will be mapped to the NYS Teaching Standards to support alignment and clarity in the evaluation process, as follows:

- **Standard V: Assessment for Student Learning** – Marzano Elements 3, 14, 15
- **Standard VI: Professional Responsibilities and Collaboration** – Marzano Elements 21, 22, 23
- **Standard VII: Professional Growth** – Marzano Elements 22, 23

Each Marzano element will be scored on a 1-4 scale, and an average of the ratings for the applicable Marzano elements within each standard will be used to generate the educator’s final score for that standard.

Timeline: An initial meeting with the evaluator will be held between October and early November to outline goals. A follow-up meeting will take place after April 1 to share evidence of goal attainment.

Rating Scale:

- **4 – Exceeds Expectations:** The educator consistently demonstrates exemplary practices aligned to the standard, going beyond expectations through innovative, reflective, and data-driven goal setting that positively impacts student learning and professional growth.
- **3 – Meets Expectations:** The educator meets the standard by developing appropriate, data-informed goals, engaging in collaboration, and showing evidence of professional learning and instructional improvement.
- **2 – Partially Meets Expectations:** The educator shows partial alignment to the standard, with goals that may lack clarity, data connection, or follow-through, and demonstrates inconsistent collaboration or reflection.
- **1 – Does Not Meet Expectations:** The educator does not meet the standard, as evidenced by the absence of measurable goals, limited use of assessment data, and minimal engagement in collaboration or professional growth.

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PART 2. TEACHER GROUP 2 - 2H-2. Teacher Observation

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TEACHER OBSERVATION: TEACHER GROUP 2

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 for TEACHER GROUP 2.

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

Marzano’s Focused Teacher Evaluation Model

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>
	☒ Administrator	3	☒ 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.

Teacher observations are scored using the *Marzano Focused Teacher Evaluation Model*, a research-based framework designed to promote effective instructional practices. During each observation, specific elements from the Marzano model are identified and rated based on observable evidence of teaching and student engagement. These elements provide a structured and consistent lens through which teaching effectiveness is assessed. To ensure alignment with statewide expectations, the Marzano Focused Teacher Evaluation Model elements are mapped to the NYS Teaching Standards as outlined below. For each standard, the specific Marzano elements that align to it will be averaged to determine the educator’s score for that standard. This ensures a consistent, standards-based, and evidence-informed approach to evaluation.

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Mapping of Marzano Elements to NYS Teaching Standards:

- **Standard I: Knowledge of Students and Student Learning** – Elements 3, 6, 15, 19, 20
- **Standard II: Knowledge of Content and Instructional Planning** – Elements 1, 2, 4, 5, 11, 13, 22
- **Standard III: Instructional Practice** – Elements 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16
- **Standard IV: Learning Environment** – Elements 15, 16, 17, 18, 19, 20

Each Marzano element will be scored on a 1-4 scale, and an average of the ratings for the applicable Marzano elements within each standard will be used to generate the educator's final score for that standard.

This mapping ensures that our observation process not only reflects district instructional priorities but also aligns directly with the competencies outlined by the New York State Education Department. By connecting Marzano elements to the NYS Teaching Standards, we provide teachers with actionable feedback that supports their professional growth in a clear and standards-aligned manner.

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.

Standard I: Knowledge of Students and Student Learning

CR-SE Principle(s): *Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment*

Measure: Formal classroom observations; pre- and post-observation conferences

Connection to CR-SE:

Through formal observations, evaluators assess how teachers tailor instruction to honor students' cultural and linguistic identities, interests, and backgrounds. This includes differentiated instruction, scaffolds, formative assessments, and inclusive participation structures that support student access to grade-level content.

Evidence & Artifacts:

- Lesson plans with scaffolds and entry points that reflect diverse learners' needs
- Observation notes documenting affirming language, inclusive routines, and student agency
- Student work highlighting choice, identity expression, and engagement
- Classroom visuals that reflect and celebrate student diversity

Evaluation Process Integration:

Evaluator calibration ensures consistency in identifying culturally responsive "look-fors." During post-observation conferences, evaluators facilitate reflective dialogue, prompting teachers to consider: *Whose voices were heard? Whose experiences were centered?* This conversation guides teachers in making instructional adjustments—such as expanding discussion protocols, integrating student-led reflections, or incorporating multilingual supports—to enhance belonging and equitable access to content.

Standard II: Knowledge of Content and Instructional Planning

CR-SE Principle(s): *High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment*

Measure: Formal observations; pre- and post-observation conferences

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Connection to CR-SE:

Evaluators examine how teachers design coherent, standards-aligned learning experiences that maintain high expectations for all students. Instruction integrates rigorous tasks, culturally relevant resources, and scaffolds that ensure access without lowering standards.

Evidence & Artifacts:

- Standards-based plans showing integration of students' cultural knowledge and perspectives
- Observation notes documenting equitable questioning and high-cognitive-demand tasks
- Curriculum materials that reflect diversity of voice and experience

Evaluation Process Integration:

In post-observation reflection, evaluators and teachers co-analyze instructional design decisions—identifying where content can be made more culturally sustaining or conceptually challenging. The Marzano Focused Teacher Evaluation Model provides shared language to frame how rigor and equity coexist in lesson planning. Teachers then revise upcoming units or assessments, embedding CR-S strategies (e.g., text selection, contextualized examples, student choice in inquiry) based on observation insights.

Standard III: Instructional Practice

CR-SE Principle(s): *High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment*

Measure: Formal observations; pre- and post-observation conferences

Connection to CR-SE:

Evaluators focus on how teachers implement inclusive, culturally relevant curriculum and assessments that allow multiple pathways for students to demonstrate understanding. Instruction engages students in critical thinking and includes their perspectives in the learning process.

Evidence & Artifacts:

- Lesson and unit plans showing integration of multiple perspectives and texts
- Observation notes capturing inclusive questioning and participation strategies
- Assessment tools and rubrics that honor linguistic and cultural diversity
- Student work samples showing varied formats for demonstrating learning

Evaluation Process Integration:

Evaluators use coaching conversations to help teachers analyze participation data, reflect on student voice, and adjust strategies for inclusivity. For example, a teacher might introduce structured academic conversations or revise formative assessments to better capture multilingual students' understanding. Over time, these refinements make instruction more dialogic, equitable, and representative of student experiences.

Standard IV: Learning Environment

CR-SE Principle(s): *Welcoming and Affirming Environment, Ongoing Professional Learning and Support*

Measure: Formal observations; pre- and post-observation conferences

Connection to CR-SE:

Evaluators assess how teachers establish a safe, supportive, and equitable learning environment informed by ongoing professional learning. Teachers apply culturally responsive management strategies that foster a sense of belonging, equitable participation, and student agency.

Evidence & Artifacts:

- Observation notes on classroom routines, norms, and participation structures
- Teacher reflection logs and professional learning participation records

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- Observation feedback

Evaluation Process Integration:

During reflection, evaluators prompt teachers to analyze classroom patterns—who participates, who disengages, and how environment signals inclusion. Professional learning is embedded through the STEPS cycle, linking feedback to individualized support. Teachers then apply learning in tangible ways (e.g., revising seating arrangements, adding identity-affirming rituals, co-constructing norms), creating a sustained culture of belonging.

Standard V: Assessment for Student Learning

CR-SE Principle(s): *High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, Ongoing Professional Learning and Support*

Measure: Teacher Goal Setting and Attainment (probationary); Teacher Project (tenured)

Connection to CR-SE:

Teachers use multiple sources of student learning data to establish culturally responsive, meaningful goals. This aligns with assessment for learning—focusing on how instructional decisions are informed by students' strengths and needs.

Evidence & Artifacts:

- SMART goals tied to disaggregated student learning data
- Progress monitoring tools, formative assessments, and reflection notes
- Student work samples and performance trends over time
- Final goal attainment artifacts demonstrating impact on student learning

Evaluation Process Integration:

Evaluator conferences guide teachers to reflect on *how* assessment practices influence student motivation and self-efficacy. Feedback emphasizes designing assessments with multiple modalities and culturally relevant contexts. This iterative process strengthens teachers' ability to make equitable instructional decisions grounded in ongoing data reflection.

Standard VI: Professional Responsibilities and Collaboration

CR-SE Principle(s): *Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, Ongoing Professional Learning and Support*

STEPS Measure: Teacher Goal Setting and Attainment; collaborative team processes

Evidence & Artifacts:

- Evidence of reciprocal communication strategies (e.g., newsletters, home visits, bilingual outreach)
- Team meeting notes reflecting equity-driven collaboration
- Documentation of partnerships with community organizations

Evaluation Process Integration:

Feedback cycles include explicit discussion of how teachers engage families as cultural partners in learning. Evaluators encourage sharing of promising practices (e.g., multilingual communication). Teachers then integrate family and community feedback into curriculum and classroom activities, enhancing relevance and representation.

Standard VII: Professional Growth

CR-SE Principle(s): *Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, Ongoing Professional Learning and Support*

Measure: Teacher Goal Setting and Attainment; professional learning records; reflection tools

Connection to CR-SE:

Teachers engage in continuous professional learning and reflection, examining student outcome data and instructional practices

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through an equity lens.

Evidence & Artifacts:

- Professional learning feedback and implementation plans
- Reflection provided through goal setting or projects
- Evidence of new strategies applied in the classroom
- Student feedback or survey data informing growth areas

Evaluation Process Integration:

The evaluation process embeds reflective checkpoints throughout the year, during which teachers assess their growth in CR-S practices. Evaluators and teachers co-develop next steps, ensuring professional learning translates into classroom application—such as revising curricula, diversifying instructional materials, or enhancing student agency structures. This process reinforces an ongoing cycle of equity-driven improvement, directly tied to the student experience.

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
- ☒ Supervisor
- ☒ 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

What will provide the basis for professional learning goals?

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Please select all that apply.

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

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

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

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

- ☒ Group meetings
- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Professional learning community (PLC) meetings
- ☒ Professional Learning through a BOCES
- ☒ Goal tracking forms/documents

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

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- ☒
- Changes in performance ratings on teaching standards

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

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

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

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

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

Clarence CSD- Teacher 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 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
- ☒ Periodic comparisons of an evaluator's assessment of the same classroom teacher
- ☒ 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	☒ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.	(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 ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	Standards 1-7 are weighed equally, and a final average is determined. Standards 1–4: Addressed through the classroom observation process using the Marzano Focused Teacher Evaluation Rubric. (All teachers) Standards 5–7: Addressed through either the teacher's Professional Learning Project (tenured) or Goal Setting/Reflection process (probationary) using the Marzano Focused Teacher Evaluation Rubric.

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	☒ Other: Years 1 and 4 of evaluation cycle
Standard II: Knowledge of Content and Instructional Planning	☒ Other: Years 1 and 4 of evaluation cycle
Standard III: Instructional Practice	☒ Other: Years 1 and 4 of evaluation cycle
Standard IV: Learning Environment	☒ Other: Years 1 and 4 of evaluation cycle
Standard V: Assessment for Student Learning	☒ Other: Years 2,3, 5 and 6 of evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	☒ Other: Years 2,3, 5 and 6 of evaluation cycle
Standard VII: Professional Growth	☒ Other: Years 2,3, 5 and 6 of evaluation cycle
Overall Rating	☒ Other: Year 6 of the 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 a subset of tenured teachers.

Please indicate the subset of tenured teachers the information above applies to.

Group 1- Teacher project in years 2, 3, 5 and 6 and observation in years 1 and 4

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4B-2. Tenured Teacher Evaluation Schedule**

Page Last Modified: 07/28/2025

TENURED TEACHER EVALUATION SCHEDULE: SUBSET 2

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 indicate the next subset of tenured teachers, then complete the schedule below to indicate the year(s) of the evaluation cycle in which you will rate each standard for this subset of tenured teachers.

Group 2- Teacher project in years 1, 3, 4 and 6 and observation in years 2 and 5

After completing the table, you may continue to additional page(s), if needed, to enter the evaluation schedule(s) for remaining subset(s) of tenured teachers.

	How often will the applicable subset of tenured teachers receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	☒ Other: Years 2 and 5 of evaluation cycle
Standard II: Knowledge of Content and Instructional Planning	☒ Other: Years 2 and 5 of evaluation cycle
Standard III: Instructional Practice	☒ Other: Years 2 and 5 of evaluation cycle
Standard IV: Learning Environment	☒ Other: Years 2 and 5 of evaluation cycle
Standard V: Assessment for Student Learning	☒ Other: Year 1, 3, 4 and 6 of the evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	☒ Other: Year 1, 3, 4 and 6 of the evaluation cycle
Standard VII: Professional Growth	☒ Other: Year 1, 3, 4 and 6 of the evaluation cycle
Overall Rating	☒ Other: Year 6 of the evaluation cycle

Are there additional subset(s) of tenured teachers with a rating schedule different from that entered above and on the previous page?

☒ Yes, there additional subsets of tenured teachers who have a different rating schedule than those already entered.

Educator Evaluation §3012-e - Ed Law §3012-e, Teachers Only**PART 4. TEACHER EVALUATION SCORING - 4B-3. Tenured Teacher Evaluation Schedule**

Page Last Modified: 07/28/2025

TENURED TEACHER EVALUATION SCHEDULE: SUBSET 3

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 indicate the next subset of tenured teachers, then complete the schedule below to indicate the year(s) of the evaluation cycle in which you will rate each standard for this subset of tenured teachers.

Group 3- Teacher project in years 1, 2, 4, 5 and observation in years 3 and 6

After completing the table, you may continue to additional page(s), if needed, to enter the evaluation schedule(s) for remaining subset(s) of tenured teachers.

	How often will the applicable subset of tenured teachers receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	☒ Other: Years 3 and 6 of the evaluation cycle
Standard II: Knowledge of Content and Instructional Planning	☒ Other: Years 3 and 6 of the evaluation cycle
Standard III: Instructional Practice	☒ Other: Years 3 and 6 of the evaluation cycle
Standard IV: Learning Environment	☒ Other: Years 3 and 6 of the evaluation cycle
Standard V: Assessment for Student Learning	☒ Other: Year 1, 2, 4, and 5 of the evaluation cycle
Standard VI: Professional Responsibilities and Collaboration	☒ Other: Year 1, 2, 4, and 5 of the evaluation cycle
Standard VII: Professional Growth	☒ Other: Year 1, 2, 4, and 5 of the evaluation cycle
Overall Rating	☒ Other: Year 6 of the evaluation cycle

Is there another subset of tenured teachers with a rating schedule different from that entered above or on the previous page?

☒ No, all tenured teachers have been addressed in the rating schedules entered in the table above and on the previous page.

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

Page Last Modified: 06/16/2025

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

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

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

TEACHER APPEALS ASSURANCES

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

Page Last Modified: 06/16/2025

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

Please read the assurances below and check each box.

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

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

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

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

Page Last Modified: 12/02/2025

APPLICABILITY OF THE TEACHER STEPS PLAN

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

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

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

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

STEPS Plan Signature Page.pdf

Clarence Clarence Central School District
Probationary Teacher Goal Setting Template
(Aligned to NYS Teaching Standards 5–7 | SMART Goal Framework)

Submission due to the Building Administrator no later than October 15th.

Teacher Name: _____

School / Grade / Subject: _____

Academic Year: _____ **Date:** _____

Standard 5: Assessment for Student Learning

Assessment for student learning includes, but is not limited to: using multiple measures to evaluate student learning, guide instruction, and document growth. It involves designing aligned assessments, analyzing data, providing feedback, and supporting student reflection and improvement.

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Planned Actions/Strategies (Include resources to be used)

Standard 6: Professional Responsibilities and Collaboration

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Planned Actions/Strategies (Include resources to be used)

Standard 7: Professional Growth

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Planned Actions/Strategies (Include resources to be used)

Clarence Clarence Central School District
Probationary Teacher Goal Setting Template
(Aligned to NYS Teaching Standards 5–7 | SMART Goal Framework)

Submission Due to the Building Administrator on or after April 1st.

Standard 5: Assessment for Student Learning

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Evidence of Progress

Standard 6: Professional Responsibilities and Collaboration

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Evidence of Progress

Standard 7: Professional Growth

SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Evidence of Progress

Clarence Central School District

Teacher Support Plan

(For Educators Receiving an Overall Evaluation Rating of 1 or 2)

Teacher Name: _____

School/Building: _____

Evaluator Name: _____

Date Plan Initiated: _____

Evaluation Overall Rating:

☐ 1 – Does Not Meet Expectations ☐ 2 – Partially Meets Expectations

Section 1: Identified Areas for Growth- The following standards require targeted development based on the evaluation(s). Check all that apply and provide a brief rationale with evidence.

NYS Teaching Standard	Area of Need (✓)	Rationale/Evidence
Standard I: Knowledge of Students and Student Learning		
Standard II: Knowledge of Content and Instructional Planning		
Standard III: Instructional Practice		
Standard IV: Learning Environment		
Standard V: Assessment for Student Learning		
Standard VI: Professional Responsibilities		
Standard VII: Professional Growth		

Section 2: Support Plan Goals- Define 2–3 SMART goals addressing the targeted areas for improvement.

Goal #	SMART Goal Statement	Aligned Standard(s)

Clarence Central School District
Teacher Support Plan
(For Educators Receiving an Overall Evaluation Rating of 1 or 2)

Section 3: Targeted Strategies and Support- List the professional learning activities, structured support, or training to be provided.

Activity/Strategy	Timeline	Responsible Party	Evidence of Completion

Section 4: Monitoring and Check-Ins- Document scheduled progress check-ins and feedback opportunities.

Date	Progress Summary	Next Steps

Section 5: Anticipated Outcomes- Explain how this plan will improve instructional effectiveness and overall performance.

Section 6: Signatures- By signing below, all parties confirm their commitment to the expectations and timeline outlined in this Teacher Support Plan.

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

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

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

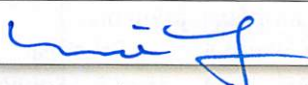
The LEA and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their STEPS plan:

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

Signatures, dates

Superintendent Signature:

Date:

 12/1/25

Superintendent Name (print):

Matthew Frahn

Teachers Union President Signature:

Date:

 12.01.2025

Teachers Union President Name (print):

ELIZABETH M. DUNNE

Board of Education President Signature: Date:

 12-01-2025

Board of Education President Name (print):

James A. Byrd 12-01-2025