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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.

☑ Professional portfolios

☑ 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			☑ III	☑ IV	☑ V		
Professional portfolios	☑ I	☑ II				☑ VI	☑ VII
Surveys and feedback							
Goal setting and attainment							
Teacher project	☑ I	☑ II	☑ III	☑ IV	☑ 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)?

☑ Yes, teachers are permitted to choose from a set of measures for an individual standard(s). Please describe the measure selection procedure in the box below.

Please use the box below to describe the measure selection procedure for teachers.

Teacher Projects may cover any of standards 1-7 based on collaborative conversations between the teacher and evaluator. Teacher Projects are designed collaboratively with the teacher and their evaluator to ensure the work is meaningful, relevant, and aligned to the selected NYS Teaching Standards. Project Options may include but are not limited to integrated lesson or unit plans, instructional material development, assessment design, or original research. As part of the collaborative project selection process, the appropriate Charlotte Danielson Framework domain(s) and component(s) connected to the project will be identified. The district has established a crosswalk aligning the Danielson Framework to the NYS Teaching Standards.

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 Project:** Projects demonstrate how teachers apply knowledge of child development, learning styles, and cultural backgrounds to design meaningful learning experiences. This reveals strengths in responsiveness to student needs and areas for growth in differentiation or scaffolding. **Professional Portfolio:** Professional Portfolios show how teachers intentionally incorporate student characteristics and readiness levels into planning, providing evidence of strengths in personalization and identifying opportunities to expand inclusive practices. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard II: Knowledge of Content and Instructional Planning	**Teacher Project:** Projects highlight teachers' ability to integrate content knowledge with planning, demonstrating curricular alignment and creativity. Strengths are seen in content expertise, while growth opportunities often emerge in cross-disciplinary or innovative applications.

	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.
	Professional Portfolio: Portfolios reveal teachers' capacity to design lessons that are coherent, standards-based, and sequenced appropriately, while also exposing gaps in vertical alignment or differentiation strategies. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard III: Instructional Practice	**Teacher Project:** Projects allow teachers to showcase instructional strategies, use of questioning, and student engagement techniques. Evidence reveals strengths in pedagogy and opportunities for deeper application of best practices. **Teacher Observation:** Observations offer authentic evidence of instructional practice in real time, capturing strengths in engagement and identifying areas such as pacing, differentiation, or questioning for improvement. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard IV: Learning Environment	**Teacher Project:** Projects include strategies for creating inclusive and respectful learning environments, highlighting a teacher's strengths in community-building and growth areas in classroom climate or management. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities. **Teacher Observation:** Observations capture classroom routines, student interactions, and the teacher's ability to maintain a respectful and engaging environment, providing both strengths and

	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.
	growth opportunities.
Standard V: Assessment for Student Learning	**Teacher Project:** Projects integrate assessment design and analysis, showing how teachers use formative and summative tools to guide instruction. This highlights assessment literacy and identifies growth needs in data application. **Teacher Observation:** Observations capture in-the-moment assessment practices, such as questioning and checks for understanding, providing direct evidence of how assessment informs instruction. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard VI: Professional Responsibilities and Collaboration	**Teacher Project:** Collaborative components of projects highlight strengths in teamwork, ethical practice, and professional reflection, while also providing opportunities to strengthen interdepartmental or cross-grade collaboration. **Professional Portfolio:** Portfolios document planning practices and reflective commentary, highlighting strengths in professionalism and identifying areas to deepen collaboration with colleagues or families. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard VII: Professional Growth	**Teacher Project:** Projects demonstrate teachers' capacity for innovation, reflection, and continuous improvement, revealing their professional learning trajectory. **Professional Portfolio:** Portfolios provide reflective evidence of how teachers evaluate their own practices, identify growth areas, and apply new learning to improve instruction. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for

	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.
	calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.

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PROFESSIONAL PORTFOLIOS: TEACHER GROUP 1

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

Professional portfolios are a collection of materials documenting or reflecting on a teacher's practice, which may include samples of work, artifacts supporting learning outcomes, goal attainment, professional learning, and other relevant data. **Please complete the information below to describe the process related to the use of professional portfolios for TEACHER GROUP 1.**

Professional Portfolio Description

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

Please select all that apply.

- ☑ Curriculum
- ☑ Learning objectives
- ☑ Differentiated lesson plans
- ☑ Assignments and rubrics
- ☑ Assessments
- ☑ Observation forms

Professional Portfolio Evaluation

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

Professional Portfolio Scoring

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

HOW ARE PORTFOLIOS SCORED?

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

Teachers will develop a professional portfolio in connection with their formal observation. The portfolio will include a lesson plan with learning objectives, differentiated lessons, assignments or rubrics, assessments, and observation forms. The portfolio will be reviewed by the administrator and discussed during their pre-observation conference with the teacher. Scoring will be based on the Charlotte Danielson Framework rubric, which the district has aligned to the NYS Teaching Standards (attached). Evidence included in the portfolio will be scored against the specific components of Domains 1 and 4. The rubric provides clear performance levels, ensuring that scoring is consistent, standards-based, and aligned to teachers' demonstrated capacity for planning instruction, designing assessments, and preparing coherent lessons that reflect knowledge of content and students. Teachers will receive a holistic score from the evaluator of 1-4 for each domain which will inturn be assigned to each of the aligned NYS teaching standards.

If applicable, upload scoring-related documentation.

Danielson 2013 Domains 1 and 4.pdf

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Danielson 2013 NYS Teaching Standards.pdf

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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**

Teachers in collaboration with their administrator will select the focus of their project at the beginning of the school year. Selection will be guided by feedback from teacher observations, analysis of student performance data, and identfiied areas for professional growth, ensuring that the project is directly aligned to both teachers needs and student learning priorities. Projects may take a variety of forms, such as an integrated lesson plan/unit, instructional material development, lesson plan or unit plan development, assessment/assessment program development, or original research. The project will be reviewed by the administrator and discussed during a conference with the teacher. Scoring will be based on the Charlotte Danielson Framework rubric, which the district has aligned to the NYS Teaching Standards. Evidence included in the project will be scored against the specific domain(s) and component(s) selected at the beginning of the process. The rubric provides clear performance levels, ensuring that scoring is consistent, standards-based, and aligned to teachers' demonstrated capacity for planning instruction, designing assessments, and preparing coherent lessons that reflect knowledge of content and students.

Additional details about the teacher project may be uploaded below.

Teacher Project Template.pdf

Project Evaluation

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	WHO WILL EVALUATE TEACHER PROJECTS? *Please select all that apply.*	HOW FREQUENTLY WILL PROJECTS BE EVALUATED?
	☑ Supervisor	2x/academic year (mid-year and 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.

Teacher Projects are designed collaboratively with the teacher and their administrator to ensure the work is meaningful, relevant, and aligned to the NYS Teaching Standards. Project Options may include but are not limited to integrated lesson or unit plans, instructional material development, assessment design, or original research. As part of the project selection process, the appropriate Charlotte Danielson Framework domain(s) and component(s) connected to the project will be identified. The district has established a crosswalk aligning the Danielson Framework to the NYS Teaching Standards (attached). Regardless of the form, each project will require teachers to engage in a cycle of planning, implementation, reflection, and refinement. The Charlotte Danielson 2013 Frameowrk will serve as the evaluation tool for scoring teacher projects. Supervisors will apply relevant components across the four domains of the framework to assess the quality of planning, instructional design, alignment to student needs, evidence of student engagement, and depth of teacher reflection. Teachers will receive a holistic score from the evaluator of 1-4 for each domain which will inturn be assigned to each of the aligned NYS teaching standards.

If applicable, upload scoring-related documentation.

Danielson 2013 NYS Teaching Standards.pdf
Danielson 2013 Framework.pdf

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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?

Danielson's Framework for Teaching (2013 Revised Edition)

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? *Please select all that apply.*	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • Formal observations may include classroom observations and pre- and post-observation activities. • Informal observations may include walk-through observations. *Please select all that apply.*	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? *Please select all that apply.*
	☑ Supervisor ☑ Administrator ☑ Independent evaluator: Administrator from teacher's LEA, but outside the school/program	2	☑ Formal, announced ☑ Informal, unannounced	☑ In person

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

Teacher observations will be evaluated using the 2013 Charlotte Danielson Framework for Teaching. Each teacher will be observed in person twice during the evaluation cycle by a trained evaluator. Observations will be based on the Charlotte Danielson Framework rubric Domains 2 and 3, which the district has aligned to the NYS Teaching Standards (attached). This ensures that scoring is consistent, standards-based, and aligned to observable teacher practice, providing valid, reliable, and actionable evidence to support professional

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growth and continuous improvement. Teachers will receive a score of 1-4 for each domain, based on the scoring bands uploaded, which will in turn be assigned to each of the aligned teaching standards. Teachers will be scored on each indicator of the rubric. Those scores will be averaged to provide a domain score for each observation. The two observation scores for each domain will be averaged.

If applicable, upload scoring-related documentation.

Danielson 2013 NYS Teaching Standards.pdf
Scoring_.pdf
Danielson 2013 Domains 2 and 3.pdf

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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.

☑ Professional portfolios

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			☑ III	☑ IV	☑ V		
Professional portfolios	☑ I	☑ II				☑ VI	☑ VII
Surveys and feedback							
Goal setting and attainment							
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	**Professional Portfolio:** Professional Portfolios show how teachers intentionally incorporate student characteristics and readiness levels into planning, providing evidence of strengths in personalization and identifying opportunities to expand inclusive practices. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard II: Knowledge of Content and Instructional Planning	**Professional Portfolio**: Portfolios reveal teachers' capacity to design lessons that are coherent, standards-based, and sequenced appropriately, while also exposing gaps in vertical alignment or differentiation strategies. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard III: Instructional Practice	**Teacher Observation:** Observations offer authentic evidence of instructional practice in real time, capturing strengths in engagement and identifying areas such as pacing, differentiation, or questioning for improvement. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department

	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.
	professional learning priorities.
Standard IV: Learning Environment	**Teacher Observation**: Observations capture classroom routines, student interactions, and the teacher's ability to maintain a respectful and engaging environment, providing both strengths and growth opportunities. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard V: Assessment for Student Learning	**Teacher Observation:** Observations capture in-the-moment assessment practices, such as questioning and checks for understanding, providing direct evidence of how assessment informs instruction. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard VI: Professional Responsibilities and Collaboration	**Professional Portfolio:** Portfolios document planning practices and reflective commentary, highlighting strengths in professionalism and identifying areas to deepen collaboration with colleagues or families. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities for calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.
Standard VII: Professional Growth	**Professional Portfolio**: Portfolios provide reflective evidence of how teachers evaluate their own practices, identify growth areas, and apply new learning to improve instruction. All measures are directly tied to the NYS Teaching Standards and gather authentic evidence of practice. Rubrics and clear criteria are applied consistently across teachers, with opportunities 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.
	calibration among evaluators. In addition, each measure provides data that can directly inform coaching conversations, professional learning plans, and district, school, and department professional learning priorities.

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.

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PROFESSIONAL PORTFOLIOS: TEACHER GROUP 2

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

Professional portfolios are a collection of materials documenting or reflecting on a teacher's practice, which may include samples of work, artifacts supporting learning outcomes, goal attainment, professional learning, and other relevant data. **Please complete the information below to describe the process related to the use of professional portfolios for TEACHER GROUP 2.**

Professional Portfolio Description

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

Please select all that apply.

- ☑ Curriculum
- ☑ Learning objectives
- ☑ Differentiated lesson plans
- ☑ Assignments and rubrics
- ☑ Assessments
- ☑ Observation forms

Professional Portfolio Evaluation

	WHO WILL EVALUATE PROFESSIONAL PORTFOLIOS? *Please select all that apply.*	HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?
	☑ Supervisor	2x/academic year (mid-year and end of year review)

Professional Portfolio Scoring

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

HOW ARE PORTFOLIOS SCORED?

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

Teachers will develop a professional portfolio in connection with their formal observation. The portfolio will include a lesson plan with learning objectives, differentiated lessons, assignments or rubrics, assessments, and observation forms. The portfolio will be reviewed by the administrator and discussed during their pre-observation conference with the teacher. Scoring will be based on the Charlotte Danielson Framework rubric, which the district has aligned to the NYS Teaching Standards (attached). Evidence included in the portfolio will be scored against the specific components of Domains 1 and 4. The rubric provides clear performance levels, ensuring that scoring is consistent, standards-based, and aligned to teachers' demonstrated capacity for planning instruction, designing assessments, and preparing coherent lessons that reflect knowledge of content and students. Teachers will receive a holistic score from the evaluator of 1-4 for each domain which will inturn be assigned to each of the aligned NYS teaching standards.

If applicable, upload scoring-related documentation.

Danielson 2013 Domains 1 and 4.pdf

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Danielson 2013 NYS Teaching Standards.pdf

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?

Danielson's Framework for Teaching (2013 Revised Edition)

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? *Please select all that apply.*	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • Formal observations may include classroom observations and pre- and post-observation activities. • Informal observations may include walk-through observations. *Please select all that apply.*	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? *Please select all that apply.*
	☑ Supervisor ☑ Administrator ☑ Independent evaluator: Administrator from teacher's LEA, but outside the school/program	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 will be evaluated using the 2013 Charlotte Danielson Framework for Teaching. Each teacher will be observed in person twice during the evaluation cycle by a trained evaluator. Observations will be based on the Charlotte Danielson Framework rubric Domains 2 and 3, which the district has aligned to the NYS Teaching Standards. This ensures that scoring is consistent, standards-based, and aligned to observable teacher practice, providing valid, reliable, and actionable evidence to support professional growth and

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continuous improvement. Teachers will receive a score of 1-4 for each domain, based on the scoring bands uploaded, which will in turn be assigned to each of the aligned teaching standards. Teachers will be scored on each indicator of the rubric. Those scores will be averaged to provide a domain score for each observation. The two observation scores for each domain will be averaged.

If applicable, upload scoring-related documentation.

Danielson 2013 NYS Teaching Standards.pdf
Danielson 2013 Domains 2 and 3.pdf
Scoring_.pdf

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 EnvironmentHigh Expectations and Rigorous InstructionInclusive Curriculum and AssessmentOngoing Professional Learning and Support**
- **How the evidence collected for each measure will integrate the relevant principles of the CR-S Framework with the NYS Teaching Standards. *See the standards and crosswalk here:* NYS Teaching Standards and CR-S Education Framework Crosswalk, and**
- **How the district will ensure that the evaluation process helps educators to design and implement student-centered learning environments consistent with the CR-S Framework.**

The district's STEPS Plan for teachers incorporates multiple measures including classroom observation, professional portfolio, and teacher projects, all aligned with the Charlotte Danielson Framework and aligned to the NYS Teaching Standards. Each measure integrates the principles of the CR-S Framework as follows:

- Welcoming and affirming: Classroom observations and professional portfolios provide evidence of teachers creating supportive, inclusive, and respectful learning environments that honor students' identities and experiences (Danielson Domain 2; NYS Standards I and IV). Evaluators look for practices that foster belonging and student engagement, supported through post-observation reflection and discussion.
- High Expectations and Rigorous Instruction: All measures, particularly the professional portfolio and teacher project, highlight teachers' design of rigorous, standards-aligned instruction and differentiation to meet diverse learner needs (Danielson Domain 3; NYS Standards I and II). These artifacts and observations demonstrate teachers' commitment to high expectations and equitable access to challenging learning opportunities.
- Inclusive Curriculum and Assessment: Teacher projects and portfolios provide opportunities for educators to develop and showcase lessons, units, or assessments that reflect diverse perspectives, multiple entry points for learning, and meaningful assessment practices (Danielson Domains 1 and 3; NYS Standards I, II, and III). Administrators assess how instruction and materials reflect and build upon students' cultural and linguistic strengths.
- Ongoing Professional Learning and Support: Collaborative goal setting for teacher projects and reflective conferences around portfolio and observation results promote continuous professional learning (Danielson Domain 4; NYS Standard VII)/ Teachers and administrators engage in shared reflection and feedback aligned to CR-S principles and NYS Standards.

Evidence collected across all measures is evaluated using the Charlotte Danielson Framework, with performance reported by the corresponding NYS Teaching Standards. This ensures that CR-S principles are embedded in both instructional practice and professional growth. The district will continue to support evlauators and teachers through professional learning that reinforces the design and

implementation of student-centered, culturally responsive environments.

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

☑ Assure that the LEA will maintain a comprehensive, systematic approach to high-quality professional learning for all educators to improve outcomes that address the diversity of all students.

☑ Assure that the LEA's formal professional growth plan will incorporate a variety of sources and types of student, educator, evaluation process, and system data.

☑ Assure that the LEA will use data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.

☑ Assure that feedback to teachers from the STEPS plan will be timely and actionable.

☑ Assure that the system of professional learning and growth includes a process where teachers who receive an overall rating of Level 1 or 2 shall have a personalized teacher support plan developed by the LEA in coordination with the teacher and their supervisor.

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

☑ District leadership

☑ Building leadership

☑ Supervisor

☑ Self-identified

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?

Please select all that apply.

- ☑ Needs assessment
- ☑ Student outcome data
- ☑ 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
- ☑ 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

Assessing Impact

How will the LEA determine whether teachers feel supported by the professional learning provided?

Please select all that apply.

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

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

Please select all that apply.

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

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

Please select all that apply.

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

☑ LEA will create and review measurable improvements

Support Plan

Please read the assurance below and check the box.

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

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

Teacher Support Plan TSP Template.pdf

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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

☑ Monthly calibration meetings

☑ Inter-rater reliability is addressed during annual training

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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.

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?	*If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.* *(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).* *(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.* *(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.* *If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.*
☑ All 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.	For probationary teachers, all standards are scored using a single measure, performed multiple times. For tenured teachers, teacher portfolios and observations will combine to measure each of the seven standards. However, those teachers will also select other standard(s) to measure using a teacher project. Multiple measures will be used to evaluate a standard only where the individual teacher makes this selection. Where multiple measures are used, the standard scores for each measure will be weighted equally and averaged.

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.

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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? *If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.*
☑ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	All final standards ratings are weighted equally and averaged.

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

Scoring .pdf

TEACHER EVALUATION SCORING: TENURED TEACHERS

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

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

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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? *If an applicable rating will be provided in multiple years, please select all that apply.*
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 and Collaboration	
Standard VII: Professional Growth	
Overall Rating	

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

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

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

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

☑ Assure that this form represents the LEA's entire STEPS plan for teachers and that such plan is in compliance with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.

☑ Assure that a detailed version of the LEA's entire STEPS plan for teachers is kept on file at the LEA and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.

☑ Assure that the teacher STEPS plan will be posted on the LEA's website no later than September 10th of each school year, or within 10 days after the plan has been determined to be compliant by the Commissioner, whichever shall occur later.

☑ Assure that the LEA is aware that the teacher STEPS plan will be posted in its entirety on the NYSED website* following a determination by the Commissioner that such plan is compliant with Education Law Section 3012-e.

☑ Assure that all educators receive appropriate training on the NYS STEPS system and the LEA's STEPS plan, as applicable to teachers, to encourage engagement and participation.

TEACHER APPEALS ASSURANCES

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.

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APPLICABILITY OF THE TEACHER STEPS PLAN

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

☑ 2025-26

JOINT CERTIFICATION OF THE TEACHER STEPS PLAN

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

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

Teacher STEPS Certification Form.pdf