

## PART 1. STEPS PLAN OVERVIEW

### STEPS Plan Design

#### STEPS PLAN DESIGN

Welcome to the NYS Standards-based Educator Evaluation and Support System (STEPS) Plan Form. The purpose of the STEPS is to support all educators' professional growth as a part of a comprehensive, systematic approach to advancing excellence in teaching and learning aligned to the [NYS Teaching Standards](#) and the [Professional Standards for Educational Leaders \(PSELs\) \(New York Version\)](#) and the Culturally Responsive-Sustaining Education Framework. To learn more about STEPS plan requirements or read guidance on how to design a plan, please see the [STEPS resource page](#).

*Parts 2-4 of this form are for a STEPS plan for teachers. Parts 5-7 are for a STEPS plan for principals. If you have any questions on completing this form, please call the support staff assigned to you by the Office of Educator Quality and Professional Development or email [educatoreval@nysed.gov](mailto:educatoreval@nysed.gov).*

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

- Based on this, STEPS plans may be designed in the following ways:
- Educators may be divided into groups that use different evaluation measures.
- Educators may be divided into groups that use the same evaluation measures, but the measures are implemented differently.
- Educators may be divided into groups that use the same evaluation measures, but the measures assess different standards across the evaluation groups.
- All educators may be evaluated in the same manner.

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

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

- Yes, all teachers are evaluated on the same standards using the same measures with the same processes.
- No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of teachers.

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

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

- Yes, all principals are evaluated on the same standards using the same measures with the same processes.
- No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of principals.

#### MEASURES ASSURANCES

Please read the assurances below and check each box.

##### TEACHER AND PRINCIPAL MEASURES

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

##### TEACHER OBSERVATION / PRINCIPAL SCHOOL VISITS

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

## PART 2. TEACHER EVALUATION / TEACHER GROUPS 1

### 2A. Measures and Rationale

#### TEACHER GROUP 1

*Please note: group selection only appears if an LEA selects, "No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of teachers," in part 1B. Up to 3 groups will appear; if an LEA needs additional groups, they should contact [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov). If "Yes, all teachers are evaluated on the same standards using the same measures with the same processes," is chosen, this page will start with the measures selection.*

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
<b>TEACHER GROUP 1</b>	<input type="checkbox"/> Elementary teachers <input type="checkbox"/> Middle school teachers <input type="checkbox"/> High school teachers <input type="checkbox"/> All core teachers <input type="checkbox"/> All non-core/elective teachers <input type="checkbox"/> All teachers based on tenure status (please indicate status in the next column) <input type="checkbox"/> Other (please provide additional information in the box below) <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="radio"/> Probationary <input type="radio"/> Tenured <input type="radio"/> All teachers listed in the previous column, regardless of tenure status

#### TEACHER EVALUATION MEASURES / TEACHER GROUP 1: MEASURES

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

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

*Please note: the selections made on this question determine which measures pages are available.*

- Professional portfolios
- Surveys and feedback
- Goal setting and attainment
- Teacher project
- Student outcome data
- Student portfolios
- Other LEA-developed measure

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

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

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

STANDARD	I	II	III	IV	V	VI	VII
Teacher observation	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Professional portfolios	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Surveys and feedback	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Goal setting and attainment	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Teacher project	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Student outcome data	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Student portfolios	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Other LEA-developed measure	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII

**TEACHER EVALUATION: RATIONALE / TEACHER GROUP 1: RATIONALE**

Please complete the information in the table below for each applicable [NYS Teaching Standard](#) to describe the evaluation process.

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

NYS Teaching Standard	RATIONALE Please describe the rationale for selecting this measure to assess the applicable standard(s). In your response, please include: <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?</li> </ul> In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?
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	

**2B. Professional Portfolios**

**PROFESSIONAL PORTFOLIOS / PROFESSIONAL PORTFOLIOS: TEACHER GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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.*

- |   |   |
|---|---|
| <input type="checkbox"/> Personal statement                   | <input type="checkbox"/> Observation forms  |
| <input type="checkbox"/> Teaching philosophy                  | <input type="checkbox"/> Survey and/or evaluation responses                                       |
| <input type="checkbox"/> Reflective writing                   | <input type="checkbox"/> Professional learning activities   |
| <input type="checkbox"/> Curriculum                           | <input type="checkbox"/> Stakeholder communications   |
| <input type="checkbox"/> Learning objectives                  | <input type="checkbox"/> Evidence of collaboration with other educators/student support personnel |
| <input type="checkbox"/> Differentiated lesson plans          | <input type="checkbox"/> Academic/professional presentations                                      |
| <input type="checkbox"/> Assignments and rubrics              | <input type="checkbox"/> Awards/achievements  |
| <input type="checkbox"/> Student assessments and/or artifacts | <input type="checkbox"/> Volunteer activities/community involvement                               |
| <input type="checkbox"/> Assessments                          | <input type="checkbox"/> Other (please provide additional information in the box below)           |
| <input type="checkbox"/> Data analysis                        | <div style="border: 1px solid black; height: 20px; width: 400px;"></div>                          |

**Professional Portfolio Evaluation**

<p><b>WHO WILL EVALUATE PORTFOLIOS?</b> <i>Please select all that apply.</i></p> <p><input type="checkbox"/> Supervisor  <input type="checkbox"/> Independent evaluator  <input type="checkbox"/> Peer  <input type="checkbox"/> Other (please provide additional information in the box below)</p> <div style="border: 1px solid black; height: 20px; width: 250px;"></div>	<p><b>HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?</b></p> <p><input type="radio"/> 1x/academic year (end of year review)  <input type="radio"/> 2x/academic year (mid-year and end of year review)  <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year)  <input type="radio"/> Other (please provide additional information in the box below)</p> <div style="border: 1px solid black; height: 20px; width: 500px;"></div>
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**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.*

*If applicable, upload scoring-related documentation.*

**2C. Surveys and Feedback**

**SURVEYS AND FEEDBACK / SURVEYS AND FEEDBACK: TEACHER GROUP 1**  
 Please note: if different groups are used for evaluation, each measures page will be available for each group.  
 For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the [STEPS resource page](#).

Surveys are perception-based evaluation tools used to obtain stakeholder experiences with various aspects of a teacher's practice. Please complete the information below to describe the process related to the use of surveys [for TEACHER GROUP 1].

**Survey Creation**

"Add Row" should be used if a different process applies to different types of surveys.

What type(s) of survey does this row apply to?	WHO WILL CREATE THE SURVEY(S)? <i>Please select all that apply.</i>	WHEN WILL SURVEYS BE DISTRIBUTED?	WHO WILL EVALUATE SURVEY RESPONSES? <i>Please select all that apply.</i>
<input type="checkbox"/> Student surveys <input type="checkbox"/> Parent/guardian surveys <input type="checkbox"/> Peer surveys <input type="checkbox"/> Staff surveys <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> District completing plan <input type="checkbox"/> BOCES <input type="checkbox"/> Third party <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> 1x/academic year (end of year) <input type="checkbox"/> 2x/academic year (mid-year and end of year) <input type="checkbox"/> Continually (multiple designated points throughout the academic year) <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>
<input type="button" value="Add Row"/>			

**Survey Content**

"Add Row" should be used if a different process applies to different types of surveys.

What type(s) of survey does this row apply to?	WHAT TOPICS WILL RESPONDENTS BE ASKED TO EVALUATE TEACHERS ON? <i>Please select all that apply.</i>	WHAT TYPE OF QUESTIONS WILL BE INCLUDED IN THE SURVEY? <i>Please select all that apply.</i>
<input type="checkbox"/> Student surveys <input type="checkbox"/> Parent/guardian surveys <input type="checkbox"/> Peer surveys <input type="checkbox"/> Staff surveys <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> Curriculum selection <input type="checkbox"/> Instructional methods <input type="checkbox"/> Content knowledge <input type="checkbox"/> Engagement methods <input type="checkbox"/> Classroom environment <input type="checkbox"/> Rigor <input type="checkbox"/> Clarity <input type="checkbox"/> Communication skills <input type="checkbox"/> Professionalism <input type="checkbox"/> Rapport <input type="checkbox"/> Availability <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> Multiple choice <input type="checkbox"/> Checkboxes (e.g., select all options that apply) <input type="checkbox"/> Likert scales (assign items a value using a designated scale; e.g., strongly agree, agree, neutral, disagree, strongly disagree) <input type="checkbox"/> Rating scales (rate items on a given scale; e.g., 1 is not important, 10 is very important) <input type="checkbox"/> Ranking (arrange items based on preference) <input type="checkbox"/> Dichotomous (two possible responses) <input type="checkbox"/> Picture choice (visual multiple choice) <input type="checkbox"/> Short answer <input type="checkbox"/> Long response <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>
<input type="button" value="Add Row"/>		

## Survey Scoring

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

### HOW ARE SURVEYS SCORED?

**Please use the text box to describe the scoring process and add any applicable documents below. If multiple types of surveys are used (student, parent/guardian, peer, staff, other), please be sure to address all types.**

**If applicable, upload scoring-related documentation.**

**2D. Goal Setting and Attainment**

**GOAL SETTING AND ATTAINMENT / GOAL SETTING AND ATTAINMENT: TEACHER GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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 1].*

**Goal Creation**

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

*Please select all that apply.*

- Student performance data
- Observations
- Survey responses
- Professional learning topics
- Other (please provide additional information in the box below)

**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.

**Goal Setting and Evaluation**

<b>WHO WILL SET GOALS FOR TEACHERS?</b> <i>Please select all that apply.</i>	<b>WHO WILL MONITOR GOAL PROGRESS?</b> <i>Please select all that apply.</i>	<b>WHO WILL EVALUATE GOAL ATTAINMENT?</b> <i>Please select all that apply.</i>	<b>HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?</b>
<input type="checkbox"/> Teacher (self-determined) <input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> Teacher (self-monitoring) <input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>	<input type="radio"/> 1x/academic year (end of year review) <input type="radio"/> 2x/academic year (mid-year and end of year review) <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>

**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.***

***If applicable, upload scoring-related documentation.***

Choose File



**2E. Teacher Project**

**TEACHER PROJECT / TEACHER PROJECT: TEACHER GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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
- Other (please provide additional information in the box below)

**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

**Additional details about the teacher project may be uploaded below.**

**Project Evaluation**

<b>WHO WILL EVALUATE TEACHER PROJECTS?</b> <i>Please select all that apply.</i>	<b>HOW FREQUENTLY WILL PROJECTS BE EVALUATED?</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Supervisor</li> <li><input type="checkbox"/> Independent evaluator</li> <li><input type="checkbox"/> Peer</li> <li><input type="checkbox"/> Other (please provide additional information in the box below)</li> </ul> <input style="width: 100%; height: 20px;" type="text"/>	<ul style="list-style-type: none"> <li><input type="radio"/> 1x/academic year (end of year review)</li> <li><input type="radio"/> 2x/academic year (mid-year and end of year review)</li> <li><input type="radio"/> Continually (multiple designated checkpoints throughout the academic year)</li> <li><input type="radio"/> Other (please provide additional information in the box below)</li> </ul> <input style="width: 100%; height: 20px;" type="text"/>

## 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.*

*If applicable, upload scoring-related documentation.*

Choose File

**2F. Student Outcome Data**

**STUDENT OUTCOME DATA / STUDENT OUTCOME DATA: TEACHER GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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

*Student outcome data is a measure of teacher practice, which uses student assessment results or student classwork to demonstrate academic growth and/or achievement.*

**Please complete the information below to describe the process related to the use of student outcome data [for TEACHER GROUP 1].**

**Outcome Data**

**WHAT TYPE OF STUDENT OUTCOME DATA WILL BE USED TO EVALUATE TEACHERS?**

- Student growth goals
- Student achievement goals
- IEP goals to evaluate the teacher's contribution to student growth
- Performance index
- Statistical growth measure(s) (e.g., growth percentile, value-added model, etc.)
- Other (please provide additional information in the box below)

**HOW WILL THIS STUDENT OUTCOME DATA BE USED TO EVALUATE THE APPLICABLE STANDARDS FOR THE IDENTIFIED TEACHERS?**

**Results and Evaluation Tool(s)**

Please identify how student outcome data will be attributed to teachers and the evaluation tool(s) that will be used to obtain student outcome data. Evaluation tools could be State assessments, locally-developed assessments, third party assessments, or non-traditional evaluation tools.

*"Add Row" should be used if different result(s)/evaluation tool(s) apply to different types of teachers within TEACHER GROUP 1.*

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

*Subgroup examples:*

- Elementary teachers
- Middle school teachers
- High school teachers
- ELA and social studies teachers
- Math and science teachers

<p><b>SUBGROUP(S)</b> <i>See the instructions above the table before completing this column.</i></p>	<p><b>HOW WILL STUDENT OUTCOME DATA BE ATTRIBUTED TO APPLICABLE TEACHERS?</b> <i>If other is selected, please explain how student outcome data is aligned to evaluating the related standards.</i></p>	<p><b>Please identify state assessments below.</b> <i>Please select all that apply.</i></p>	<p><b>List any third party or locally-developed assessments in the box below.</b> <i>If applicable, please identify the LEA that created the locally-developed assessment.</i></p>	<p><b>Please identify non-traditional evaluation tools in the box below.</b></p>
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<input style="width: 100%; height: 20px;" type="text"/>	<ul style="list-style-type: none"> <li><input type="radio"/> Individually-attributed</li> <li><input type="radio"/> Team results</li> <li><input type="radio"/> Linked results</li> <li><input type="radio"/> Other (please provide additional information in the box below)</li> </ul> <input style="width: 100%; height: 20px;" type="text"/>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grade 3 ELA</li> <li><input type="checkbox"/> Grade 4 ELA</li> <li><input type="checkbox"/> Grade 5 ELA</li> <li><input type="checkbox"/> Grade 6 ELA</li> <li><input type="checkbox"/> Grade 7 ELA</li> <li><input type="checkbox"/> Grade 8 ELA</li> <li><input type="checkbox"/> Grade 3 Math</li> <li><input type="checkbox"/> Grade 4 Math</li> <li><input type="checkbox"/> Grade 5 Math</li> <li><input type="checkbox"/> Grade 6 Math</li> <li><input type="checkbox"/> Grade 7 Math</li> <li><input type="checkbox"/> Grade 8 Math</li> <li><input type="checkbox"/> Elementary Science</li> <li><input type="checkbox"/> Grade 8 Science</li> <li><input type="checkbox"/> All Regents given in LEA</li> <li><input type="checkbox"/> ELA Regents</li> <li><input type="checkbox"/> Algebra I Regents</li> <li><input type="checkbox"/> Geometry Regents</li> <li><input type="checkbox"/> Algebra II Regents</li> <li><input type="checkbox"/> Living Environment Regents</li> <li><input type="checkbox"/> Earth Science Regents</li> <li><input type="checkbox"/> Chemistry Regents</li> <li><input type="checkbox"/> Physics Regents</li> <li><input type="checkbox"/> Global History Regents</li> <li><input type="checkbox"/> US History Regents</li> <li><input type="checkbox"/> Course-Specific State/ Regents Assessment (do not use this option in conjunction with any of the assessments above)</li> <li><input type="checkbox"/> NYSAA</li> <li><input type="checkbox"/> NYSESLAT</li> </ul>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>
<input style="background-color: #4CAF50; color: white; padding: 2px 10px; border: none;" type="button" value="Add Row"/>				

**Student Outcome Data Scoring**

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

**HOW IS STUDENT OUTCOME DATA SCORED?**

*Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/ assessment(s) apply to different subgroups of teachers, please be sure to address all subgroups.*

**If applicable, upload scoring-related documentation.**

**2G. Student Portfolios**

**STUDENT PORTFOLIOS / STUDENT PORTFOLIOS: TEACHER GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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

*Student Portfolios are a collection of materials documenting student performance which measure performance of a teacher's practice that may or may not be observable through classroom observations or summative student assessments.*

**Please complete the information below to describe the process related to the use of student portfolios [for TEACHER GROUP 1].**

**Student Portfolio Evidence**

*"Add Row" should be used if different result(s)/evidence applies to different types of teachers within TEACHER GROUP 1.*

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

Subgroup examples:

- Elementary teachers
- Middle school teachers
- High school teachers
- ELA and social studies teachers
- Math and science teachers

<p><b>SUBGROUP(S)</b> <i>See the instructions above the table before completing this column.</i></p>	<p><b>HOW WILL STUDENT PORTFOLIOS BE ATTRIBUTED TO APPLICABLE TEACHERS?</b> <i>If other is selected, please explain how portfolio evidence is aligned to evaluating the related standards.</i></p>	<p><b>WHAT IS THE SOURCE OF THE STUDENT EVIDENCE TO BE INCLUDED IN THE STUDENT PORTFOLIO?</b></p>	<p><b>WHAT TYPES OF EVIDENCE WILL BE INCLUDED IN THE STUDENT PORTFOLIO?</b> <i>Please select all that apply. Please provide additional details in the next column.</i></p>	<p><b>Please use the box below to provide any relevant additional details about the types of evidence indicated.</b> <b>Please also identify whether assessments (if applicable) are formative, interim, diagnostic, or summative.</b></p>
<input type="text"/>	<input type="radio"/> Individually-attributed <input type="radio"/> Team results <input type="radio"/> Linked results <input type="radio"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="radio"/> All students <input type="radio"/> Single class <input type="radio"/> Multiple sections of the same course <input type="radio"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> Student outcomes from standardized assessments (e.g., state-administered assessments) <input type="checkbox"/> Student outcomes from classroom assessments (e.g., locally-developed or third party assessments) <input type="checkbox"/> Student writing samples <input type="checkbox"/> Projects and student work <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="text"/>
<p style="text-align: left;"><b>Add Row</b></p>				

**Student Portfolio Evaluation**

<p><b>WHO WILL EVALUATE STUDENT PORTFOLIOS?</b> Please select all that apply.</p>	<p><b>HOW FREQUENTLY WILL STUDENT PORTFOLIOS BE EVALUATED?</b></p>
<p> <input type="checkbox"/> Supervisor  <input type="checkbox"/> Independent evaluator  <input type="checkbox"/> Peer  <input type="checkbox"/> Other (please provide additional information in the box below)  <input style="width: 200px; height: 20px;" type="text"/> </p>	<p> <input type="radio"/> 1x/academic year (end of year review)  <input type="radio"/> 2x/academic year (mid-year and end of year review)  <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year)  <input type="radio"/> Other (please provide additional information in the box below)  <input style="width: 450px; height: 20px;" type="text"/> </p>

**Student Portfolio Scoring**

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

**HOW ARE STUDENT PORTFOLIOS SCORED?**

*Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/assessment(s) apply to different subgroups of teachers, please be sure to address all subgroups.*

**If applicable, upload scoring-related documentation.**

**2H. Teacher Observation****TEACHER OBSERVATION / TEACHER OBSERVATION: TEACHER GROUP 1**

*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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?**

- CLASS
- Danielson's Framework for Teaching
- Danielson's Framework for Teaching (2011 Revised Edition)
- Danielson's Framework for Teaching (2013 instructionally Focused Edition)
- Danielson's Framework for Teaching (2013 Revised Edition)
- Danielson's Framework for Teaching (2022 Edition)
- Marshall's Teacher Evaluation Rubric
- Marshall's Teacher Evaluation Rubric (2012 Revised Edition)
- Marshall's Teacher Evaluation Rubric (2014 Edition)
- Marshall's Teacher Evaluation Rubric (2024 Edition)
- Marzano's Focused Teacher Evaluation Model
- Marzano's Casual Teacher Evaluation Model
- Marzano's Teacher Practice Rubric
- McRELS CUES Framework for Teacher Evaluation
- The New York LoTi Teacher Practice Rubric
- NYLA-SSL/SLSA School Librarian Evaluation Rubric
- NYSTCE Framework for the Observation of Effective Teaching
- NYSUT Teacher Practice Rubric
- NYSUT Teacher Practice Rubric (2012 Edition)
- NYSUT Teacher Practice Rubric (2014 Edition)
- The Teaching and Learning Framework
- Thoughtful Classroom Principal Evaluation Framework
- Thoughtful Classroom Principal Evaluation Framework (July 2016 Edition)
- Other (please provide the name of the instrument and upload it below)

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

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

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

**Observation Process**

<p><b>WHO WILL CONDUCT OBSERVATIONS?</b> <i>Please select all that apply.</i></p>	<p><b>HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?</b></p>	<p><b>WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED?</b>  <ul style="list-style-type: none"> <li>• <u>Formal observations</u> may include classroom observations and pre- and post-observation activities.</li> <li>• <u>Informal observations</u> may include walk-through observations.</li> </ul> <i>Please select all that apply.</i></p>	<p><b>WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS?</b> <i>Please select all that apply.</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Supervisor</li> <li><input type="checkbox"/> Administrator</li> <li><input type="checkbox"/> Independent evaluator: Administrator from teacher's LEA, but outside the school/program</li> <li><input type="checkbox"/> Independent evaluator: Trained administrator from a different LEA</li> <li><input type="checkbox"/> Independent evaluator: BOCES employee</li> <li><input type="checkbox"/> Independent evaluator: Outside educational expert trained on selected rubric</li> <li><input type="checkbox"/> Peer: Instructional coach or other type of teacher leader</li> <li><input type="checkbox"/> Peer: Different content area peer evaluator from the teacher's school/program</li> <li><input type="checkbox"/> Peer: Same content area peer evaluator from a different school/program</li> <li><input type="checkbox"/> Peer: Different content area peer evaluator from a different school/program</li> <li><input type="checkbox"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<ul style="list-style-type: none"> <li><input type="radio"/> 2</li> <li><input type="radio"/> 3</li> <li><input type="radio"/> 4</li> <li><input type="radio"/> 5</li> <li><input type="radio"/> 6</li> <li><input type="radio"/> 7</li> <li><input type="radio"/> 8</li> <li><input type="radio"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal, announced</li> <li><input type="checkbox"/> Formal, unannounced</li> <li><input type="checkbox"/> Informal, announced</li> <li><input type="checkbox"/> Informal, unannounced</li> <li><input type="checkbox"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In person</li> <li><input type="checkbox"/> Video-recorded</li> <li><input type="checkbox"/> Remote</li> <li><input type="checkbox"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>

**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.***

***If applicable, upload scoring-related documentation.***



**2I. LEA-Developed Measure**

**LEA-DEVELOPED MEASURE / LEA-DEVELOPED MEASURE: TEACHER GROUP 1**  
 Please note: if different groups are used for evaluation, each measures page will be available for each group.  
 For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the [STEPS resource page](#).

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

Please complete the information below to describe the process related to the use of an LEA-developed measure [for TEACHER GROUP 1].

**Measure**

"Add Row" should be used if a different LEA-developed measure applies to different types of teachers within TEACHER GROUP 1.

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

Subgroup examples:

- Elementary teachers
- Middle school teachers
- High school teachers
- ELA and social studies teachers
- Math and science teachers

<b>SUBGROUP(S)</b> See the instructions above the table before completing this column.	<b>WHAT IS THE LEA-DEVELOPED MEASURE?</b> Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.	<b>WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE?</b> This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="button" value="Add Row"/>		

**Evaluation**

<b>WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE?</b> Please select all that apply.	<b>HOW FREQUENTLY WILL THE LEA-DEVELOP MEASURE BE EVALUATED?</b>
<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="radio"/> 1x/academic year (end of year review) <input type="radio"/> 2x/academic year (mid-year and end of year review) <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <input type="text"/>

**Scoring**

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

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

"Add Row" should be used if a different LEA-developed measure applies to different types of teachers within TEACHER GROUP 1.

Use the first column to list subgroup(s) of teachers within TEACHER GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all teachers in TEACHER GROUP 1, use only one row and enter "All teachers" in the first column.

*Subgroup examples:*

- *Elementary teachers*
- *Middle school teachers*
- *High school teachers*
- *ELA and social studies teachers*
- *Math and science teachers*

<b>SUBGROUP(S)</b> <i>See the instructions above the table before completing this column.</i>	<b>WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE?</b> <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	<b>HOW IS THE LEA-DEVELOPED MEASURE SCORED?</b> <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	<b>If applicable, upload scoring-related documentation.</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Choose File"/>
<input type="button" value="Add Row"/>			

## PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS

### 3A. Professional Learning and Growth

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

#### Assurances

Please read the assurances below and check each box.

- Assure 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 the LEA's formal professional growth plan will incorporate a variety of sources and types of student, educator, evaluation process, and system data.
- Assure 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 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 educator 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
- Outside consultant
- Professional learning plan committee
- Other (please provide additional information in the box below)

**At what level are professional learning goals organized?**

Please select all that apply.

- Building level
- Grade level
- Content groups
- Other (please provide additional information in the box below)

**What will provide the basis for professional learning goals?**

*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
- Other (please provide additional information in the box below)

**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
- Other (please provide additional information in the box below)

**Formal Support**

**How will formal support be provided to guide goal attainment?**

*Please select all that apply.*

- Group meetings
- Supervisor meetings
- Mentoring
- Professional learning community (PLC) meetings
- Professional Learning through a BOCES
- Goal tracking forms/documents
- Outside consultant meetings
- Online professional learning and support through a professional learning/development tracking system
- Other (please provide additional information in the box below)

**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
- Other (please provide additional information in the box below)

**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
- Other (please provide additional information in the box below)

**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
- Other (please provide additional information in the box below)

**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.**

**3B. Evaluator Training****EVALUATOR TRAINING**

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

**Training**

**Please describe how training and retraining evaluators is conducted.**

*Please select all that apply.*

- As a component district, training is conducted by, or in conjunction with, a BOCES
- As an LEA, we conduct our own training
- The rubric developer conducts training
- Other (please provide additional information in the box below)

**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
- Periodic calibration meetings and/or trainings
- Not applicable; the STEPS plan does not include more than one evaluator
- Other (please provide additional information in the box below)

*Appears if question above has answer of 'Not applicable; the STEPS plan does not include more than one evaluator:*

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

- Assure that the evaluator is calibrated to the measuring instrument(s) through the training process.

## PART 4. TEACHER EVALUATION SCORING

### 4A. Standard and Overall Ratings

#### 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?	Indicate the standards applicable to the rating process described in this row	IF MULTIPLE MEASURES ARE USED FOR THE INDICATED STANDARD(S), HOW ARE THEY COMBINED TO REACH A FINAL RATING OF 1-4?	If option (B), (C), or (E) was selected, please describe or add an upload below the table. <i>(B) The weights for multiple measures used to reach a final standard rating of 1-4. (C) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4. (E) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</i>

<input type="checkbox"/> All teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<input type="checkbox"/> All standards I-VII <input type="checkbox"/> Standard I <input type="checkbox"/> Standard II <input type="checkbox"/> Standard III <input type="checkbox"/> Standard IV <input type="checkbox"/> Standard V <input type="checkbox"/> Standard VI <input type="checkbox"/> Standard VII	<input type="radio"/> (A) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged. <input type="radio"/> (B) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/ upload of these weights in the next column(s)]. <input type="radio"/> (C) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column(s)]. <input type="radio"/> (D) This standard is evaluated using only one measure, which results in a score of 1-4. <input type="radio"/> (E) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column(s)].	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<input type="button" value="Add Row"/>			

If applicable, upload a document related to option (B), (C), or (E) below.

**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 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 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.

<b>Which teachers does this information apply to?</b>	<b>HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?</b> <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
<input type="checkbox"/> All teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<div style="border: 1px solid black; height: 60px; width: 100%;"></div>
<input type="button" value="Add Row"/>	

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



**4B. Rating Tenured Teachers**

**RATING TEACHER EVALUATION: TENURED TEACHERS / RATING TENURED TEACHERS: TEACHER GROUP 1**

*Please note: group selection only appears if an LEA selects, “No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of teachers,” in part 1B. Up to 3 groups will appear; if an LEA needs additional groups, they should contact [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov). If “Yes, all teachers are evaluated on the same standards using the same measures with the same processes,” is chosen, this page will start with the table.*

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

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

**Please identify applicable teacher groups, then complete the table below to illustrate the rating schedule for tenured teachers.**

**WHICH TEACHER GROUPS (AS IDENTIFIED IN PART 2) ARE APPLICABLE TO THE INFORMATION IN THE TABLE BELOW?**

- Teacher group 1
- Teacher group 2
- Teacher group 3

*There will be an opportunity to add additional tables for groups that have a different rating schedule.*

NYS Teaching Standard	<b>HOW OFTEN WILL <u>TENURED TEACHERS</u> IN THE ABOVE IDENTIFIED GROUP(S) RECEIVE AND APPLICABLE RATING?</b> <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	<input type="radio"/> Annually <input type="radio"/> Year 1 of evaluation cycle <input type="radio"/> Year 2 of evaluation cycle <input type="radio"/> Year 3 of evaluation cycle <input type="radio"/> Variable year(s) within the evaluation cycle <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>
Standard II: Knowledge of Content and Instructional Planning	<input type="radio"/> Annually <input type="radio"/> Year 1 of evaluation cycle <input type="radio"/> Year 2 of evaluation cycle <input type="radio"/> Year 3 of evaluation cycle <input type="radio"/> Variable year(s) within the evaluation cycle <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>
Standard III: Instructional Practice	<input type="radio"/> Annually <input type="radio"/> Year 1 of evaluation cycle <input type="radio"/> Year 2 of evaluation cycle <input type="radio"/> Year 3 of evaluation cycle <input type="radio"/> Variable year(s) within the evaluation cycle <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>

<p><b>Standard IV: Learning Environment</b></p>	<ul style="list-style-type: none"> <li><input type="radio"/> Annually</li> <li><input type="radio"/> Year 1 of evaluation cycle</li> <li><input type="radio"/> Year 2 of evaluation cycle</li> <li><input type="radio"/> Year 3 of evaluation cycle</li> <li><input type="radio"/> Variable year(s) within the evaluation cycle</li> <li><input type="radio"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<p><b>Standard V: Assessment for Student Learning</b></p>	<ul style="list-style-type: none"> <li><input type="radio"/> Annually</li> <li><input type="radio"/> Year 1 of evaluation cycle</li> <li><input type="radio"/> Year 2 of evaluation cycle</li> <li><input type="radio"/> Year 3 of evaluation cycle</li> <li><input type="radio"/> Variable year(s) within the evaluation cycle</li> <li><input type="radio"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<p><b>Standard VI: Professional Responsibilities and Collaboration</b></p>	<ul style="list-style-type: none"> <li><input type="radio"/> Annually</li> <li><input type="radio"/> Year 1 of evaluation cycle</li> <li><input type="radio"/> Year 2 of evaluation cycle</li> <li><input type="radio"/> Year 3 of evaluation cycle</li> <li><input type="radio"/> Variable year(s) within the evaluation cycle</li> <li><input type="radio"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
<p><b>Standard VII: Professional Growth</b></p>	<ul style="list-style-type: none"> <li><input type="radio"/> Annually</li> <li><input type="radio"/> Year 1 of evaluation cycle</li> <li><input type="radio"/> Year 2 of evaluation cycle</li> <li><input type="radio"/> Year 3 of evaluation cycle</li> <li><input type="radio"/> Variable year(s) within the evaluation cycle</li> <li><input type="radio"/> Other (please provide additional information in the box below)</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>

**PART 5. PRINCIPAL EVALUATION / PRINCIPAL GROUPS 1**

**5A. Measures and Rationale**

**PRINCIPAL GROUP 1**

*Please note: group selection only appears if an LEA selects, “No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of principals,” in part 1B. Up to 3 groups will appear; if an LEA needs additional groups, they should contact [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov). If “Yes, all principals are evaluated on the same standards using the same measures with the same processes,” is chosen, this page will start with the measures selection.*

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 principals the information in the tables below will be applicable to; this will be PRINCIPAL GROUP 1.**

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

	Type of Principal(s)	Tenure Status
<b>PRINCIPAL GROUP 1</b>	<input type="checkbox"/> Elementary principals <input type="checkbox"/> Middle school principals <input type="checkbox"/> High school principals <input type="checkbox"/> All principals based on tenure status (please indicate status in the next column) <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="radio"/> Probationary <input type="radio"/> Tenured <input type="radio"/> All principals listed in the previous column, regardless of tenure status

**PRINCIPAL EVALUATION MEASURES / PRINCIPAL GROUP 1: MEASURES**

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

**The STEPS plan must include school visits for all principals. Please check the additional measure(s) that will be used for the evaluation of all principals across all [Professional Standards for Educational Leaders \(PSELs\), New York version](#).**

*Please note: the selections made on this question determine which measures pages are available.*

- Professional portfolios
- Surveys and feedback
- Goal setting and attainment
- Principal project
- Student outcome data
- Student portfolios
- Other LEA-developed measure

**Please use the table to below to indicate which of the above measure(s) will be used to evaluate each of the [PSELs](#) [for PRINCIPAL GROUP 1].**

The STEPS plan must utilize at least two different measures and must include school visits for all principals. Please ensure at least one standard is selected for "Principal school visits" in the table below.

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

STANDARD	1	2	3	4	5	6	7	8	9	10
Principal school visits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Professional portfolios	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Surveys and feedback	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Goal setting and attainment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Principal project	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Student outcome data	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Student portfolios	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Other LEA-developed measure	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

**PRINCIPAL EVALUATION: RATIONALE / PRINCIPAL GROUP 1: RATIONALE**

Please complete the information in the table below for each applicable [NYS Teaching Standard](#) to describe the evaluation process.

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

PSEL	RATIONALE Please describe the rationale for selecting this measure to assess the applicable standard(s). In your response, please include: <ul style="list-style-type: none"> <li>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?</li> </ul> In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?
Standard 1: Mission, Vision, and Core Values	
Standard 2: Ethics and Professional Norms	
Standard 3: Equity and Cultural Responsiveness	
Standard 4: Curriculum, Instruction, and Assessment	
Standard 5: Community of Care and Support for Students	
Standard 6: Professional Capacity of School Personnel	
Standard 7: Professional Community for Teachers and Staff	
Standard 8: Meaningful Engagement of Families and Communities	
Standard 9: Operations and Management	
Standard 10: School Improvement	

**5B. Professional Portfolios**

**PROFESSIONAL PORTFOLIOS / PROFESSIONAL PORTFOLIOS: PRINCIPAL GROUP 1**  
 Please note: if different groups are used for evaluation, each measures page will be available for each group.  
 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 principal’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 PRINCIPAL GROUP 1].

**Professional Portfolio Description**

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

Please select all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Personal statement   | <input type="checkbox"/> Academic/professional presentations                            |
| <input type="checkbox"/> Education philosophy   | <input type="checkbox"/> Awards/achievements  |
| <input type="checkbox"/> Reflective writing   | <input type="checkbox"/> Volunteer activities/community involvement                     |
| <input type="checkbox"/> Curriculum, instruction, and assessment systems                          | <input type="checkbox"/> Discipline procedures  |
| <input type="checkbox"/> School mission, vision, and core values                                  | <input type="checkbox"/> Student performance data analysis                              |
| <input type="checkbox"/> Diversity, equity, and inclusion systems                                 | <input type="checkbox"/> Academic support systems                                       |
| <input type="checkbox"/> Sustainable staffing systems   | <input type="checkbox"/> Social support systems   |
| <input type="checkbox"/> Sustainable resource systems   | <input type="checkbox"/> Student engagement efforts                                     |
| <input type="checkbox"/> School safety data analysis School visit forms                           | <input type="checkbox"/> Teacher engagement efforts                                     |
| <input type="checkbox"/> School visit forms   | <input type="checkbox"/> Teacher leadership efforts                                     |
| <input type="checkbox"/> Survey and/or evaluation responses                                       | <input type="checkbox"/> School advocacy efforts  |
| <input type="checkbox"/> Professional learning activities   | <input type="checkbox"/> School improvement efforts                                     |
| <input type="checkbox"/> Stakeholder communications   | <input type="checkbox"/> Other (please provide additional information in the box below) |
| <input type="checkbox"/> Evidence of collaboration with other educators/student support personnel | <div style="border: 1px solid black; height: 20px; width: 100%;"></div>                 |

**Professional Portfolio Evaluation**

WHO WILL EVALUATE PORTFOLIOS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED?
<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<input type="radio"/> 1x/academic year (end of year review) <input type="radio"/> 2x/academic year (mid-year and end of year review) <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

**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 7.

**HOW ARE PORTFOLIOS SCORED?**

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

If applicable, upload scoring-related documentation.

**5C. Surveys and Feedback**

**SURVEYS AND FEEDBACK / SURVEYS AND FEEDBACK: PRINCIPAL GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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

*Surveys are perception-based evaluation tools used to obtain stakeholder experiences with various aspects of a principal's practice.*

**Please complete the information below to describe the process related to the use of surveys [for PRINCIPAL GROUP 1].**

**Survey Creation**

"Add Row" should be used if a different process applies to different types of surveys.

<b>What type(s) of survey does this row apply to?</b>	<b>WHO WILL CREATE THE SURVEY(S)?</b> <i>Please select all that apply.</i>	<b>WHEN WILL SURVEYS BE DISTRIBUTED?</b>	<b>WHO WILL EVALUATE SURVEY RESPONSES?</b> <i>Please select all that apply.</i>
<input type="checkbox"/> Student surveys <input type="checkbox"/> Parent/guardian surveys <input type="checkbox"/> Peer surveys <input type="checkbox"/> Teacher surveys <input type="checkbox"/> Staff surveys <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> District completing plan <input type="checkbox"/> BOCES <input type="checkbox"/> Third party <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="radio"/> 1x/academic year (end of year) <input type="radio"/> 2x/academic year (mid-year and end of year) <input type="radio"/> Continually (multiple designated points throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>
<input type="button" value="Add Row"/>			

**Survey Content**

"Add Row" should be used if a different process applies to different types of surveys.

<b>What type(s) of survey does this row apply to?</b>	<b>WHAT TOPICS WILL RESPONDENTS BE ASKED TO EVALUATE PRINCIPALS ON?</b> <i>Please select all that apply.</i>	<b>WHAT TYPE OF QUESTIONS WILL BE INCLUDED IN THE SURVEY?</b> <i>Please select all that apply.</i>
<input type="checkbox"/> Student surveys <input type="checkbox"/> Parent/guardian surveys <input type="checkbox"/> Peer surveys <input type="checkbox"/> Teacher surveys <input type="checkbox"/> Staff surveys <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> Curriculum selection <input type="checkbox"/> Communication skills <input type="checkbox"/> Professionalism <input type="checkbox"/> Rapport <input type="checkbox"/> Availability <input type="checkbox"/> Instructional support <input type="checkbox"/> School mission, vision, and core values <input type="checkbox"/> Self engagement methods <input type="checkbox"/> Diversity, equity, and inclusion <input type="checkbox"/> Assessment systems <input type="checkbox"/> School safety <input type="checkbox"/> Discipline procedures <input type="checkbox"/> Staffing trends and hiring systems <input type="checkbox"/> Professional learning systems <input type="checkbox"/> Teacher leadership opportunities <input type="checkbox"/> Community engagement methods <input type="checkbox"/> School advocacy efforts	<input type="checkbox"/> Multiple choice <input type="checkbox"/> Checkboxes (e.g., select all options that apply) <input type="checkbox"/> Likert scales (assign items a value using a designated scale; e.g., strongly agree, agree, neutral, disagree, strongly disagree) <input type="checkbox"/> Rating scales (rate items on a given scale; e.g., 1 is not important, 10 is very important) <input type="checkbox"/> Ranking (arrange items based on preference) <input type="checkbox"/> Dichotomous (two possible responses) <input type="checkbox"/> Picture choice (visual multiple choice) <input type="checkbox"/> Short answer <input type="checkbox"/> Long response <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>

	<input type="checkbox"/> School improvement efforts <input type="checkbox"/> Staff evaluation methods <input type="checkbox"/> Other (please provide additional information in the box below) <input data-bbox="402 283 784 325" type="text"/>	
<div style="text-align: left; margin-left: 55px;"> <input type="button" value="Add Row"/> </div>		

**Survey Scoring**

The information entered below is specific to scoring surveys only. How a survey score will contribute to the final rating for each applicable standard will be addressed in Part 7.

**HOW ARE SURVEYS SCORED?**

*Please use the text box to describe the scoring process and add any applicable documents below. If multiple types of surveys are used (student, parent/guardian, peer, teacher, staff, other), please be sure to address all types.*

*If applicable, upload scoring-related documentation.*

**5D. Goal Setting and Attainment**

**GOAL SETTING AND ATTAINMENT / GOAL SETTING AND ATTAINMENT: PRINCIPAL GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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 PRINCIPAL GROUP 1].**

**Goal Creation**

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

*Please select all that apply.*

- Student performance data
- School visits
- Survey responses
- Professional learning topics
- Other (please provide additional information in the box below)

**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.

[Choose File](#)

**Goal Setting and Evaluation**

<b>WHO WILL SET GOALS FOR PRINCIPALS?</b> <i>Please select all that apply.</i>	<b>WHO WILL MONITOR GOAL PROGRESS?</b> <i>Please select all that apply.</i>	<b>WHO WILL EVALUATE GOAL ATTAINMENT?</b> <i>Please select all that apply.</i>	<b>HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?</b>
<input type="checkbox"/> Principal (self-determined) <input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> Principal (self-monitoring) <input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>	<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>	<input type="radio"/> 1x/academic year (end of year review) <input type="radio"/> 2x/academic year (mid-year and end of year review) <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>

**Goal Attainment Scoring**

*The information entered below is specific to scoring goal attainment only. How a goal attainment score will contribute to the final rating for each applicable standard will be addressed in Part 7.*



**HOW IS GOAL ATTAINMENT SCORED?**

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

*If applicable, upload scoring-related documentation.*

**5E. Principal Project**

**PRINCIPAL PROJECT / PRINCIPAL PROJECT: PRINCIPAL GROUP 1**

*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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

**A principal project may be implemented as a measure to demonstrate alignment of professional practices in leadership.** 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 principal projects [for PRINCIPAL GROUP 1].**

**Project Description**

**WHAT IS THE NATURE OF THE PRINCIPAL PROJECT?**

*Please select all that apply.*

- Integrated planning
- Instructional plan development
- Curriculum development
- Assessment program development
- Original research
- Other (please provide additional information in the box below)

**PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE PRINCIPAL PROJECT.**

This description should include, but not be limited to:

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

*Additional details about the principal project may be uploaded below.*

**Project Evaluation**

<b>WHO WILL EVALUATE PRINCIPAL PROJECTS?</b> <i>Please select all that apply.</i>	<b>HOW FREQUENTLY WILL PROJECTS BE EVALUATED?</b>
<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>	<input type="radio"/> 1x/academic year (end of year review) <input type="radio"/> 2x/academic year (mid-year and end of year review) <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>

**Project Scoring**

*The information entered below is specific to scoring principal projects only. How a principal project score will contribute to the final rating for each applicable standard will be addressed in Part 7.*

**HOW ARE PRINCIPAL PROJECTS SCORED?**

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

*If applicable, upload scoring-related documentation.*

**5F. Student Outcome Data**

**STUDENT OUTCOME DATA / STUDENT OUTCOME DATA: PRINCIPAL GROUP 1**

*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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

**Student outcome data is a measure of principal practice, which uses student assessment results or student classwork to demonstrate academic growth and/or achievement.**

**Please complete the information below to describe the process related to the use of student outcome data [for PRINCIPAL GROUP 1].**

**Outcome Data**

**WHAT TYPE OF STUDENT OUTCOME DATA WILL BE USED TO EVALUATE PRINCIPALS?**

- Student growth goals
- Student achievement goals
- IEP goals to evaluate the principal's contribution to student growth
- Performance index
- Statistical growth measure(s) (e.g., growth percentile, value-added model, etc.)
- Other (please provide additional information in the box below)

**HOW WILL THIS STUDENT OUTCOME DATA BE USED TO EVALUATE THE APPLICABLE STANDARDS FOR THE IDENTIFIED PRINCIPALS?**

**Results and Evaluation Tool(s)**

Please identify how student outcome data will be attributed to principals and the evaluation tool(s) that will be used to obtain student outcome data. Evaluation tools could be State assessments, locally-developed assessments, third party assessments, or non-traditional evaluation tools.

**"Add Row" should be used if different result(s)/evaluation tool(s) apply to different types of principals within PRINCIPAL GROUP 1.**

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

Subgroup examples:

- Elementary principals
- Middle school principals
- High school principals

<p><b>SUBGROUP(S)</b> <i>See the instructions above the table before completing this column.</i></p>	<p><b>HOW WILL STUDENT OUTCOME DATA BE ATTRIBUTED TO APPLICABLE PRINCIPALS?</b> <i>If other is selected, please explain how student outcome data is aligned to evaluating the related standards.</i></p>	<p><b>Please identify state assessments below.</b> <i>Please select all that apply.</i></p>	<p><b>List any third party or locally-developed assessments in the box below.</b> <i>If applicable, please identify the LEA that created the locally-developed assessment.</i></p>	<p><b>Please identify non-traditional evaluation tools in the box below.</b></p>
--	--	---	--	--

	<input type="radio"/> Individually-attributed <input type="radio"/> Other (please provide additional information in the box below) <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/> Grade 3 ELA <input type="checkbox"/> Grade 4 ELA <input type="checkbox"/> Grade 5 ELA <input type="checkbox"/> Grade 6 ELA <input type="checkbox"/> Grade 7 ELA <input type="checkbox"/> Grade 8 ELA <input type="checkbox"/> Grade 3 Math <input type="checkbox"/> Grade 4 Math <input type="checkbox"/> Grade 5 Math <input type="checkbox"/> Grade 6 Math <input type="checkbox"/> Grade 7 Math <input type="checkbox"/> Grade 8 Math <input type="checkbox"/> Elementary Science <input type="checkbox"/> Grade 8 Science <input type="checkbox"/> All Regents given in LEA <input type="checkbox"/> ELA Regents <input type="checkbox"/> Algebra I Regents <input type="checkbox"/> Geometry Regents <input type="checkbox"/> Algebra II Regents <input type="checkbox"/> Living Environment Regents <input type="checkbox"/> Earth Science Regents <input type="checkbox"/> Chemistry Regents <input type="checkbox"/> Physics Regents <input type="checkbox"/> Global History Regents <input type="checkbox"/> US History Regents <input type="checkbox"/> Course-Specific State/ Regents Assessment (do not use this option in conjunction with any of the assessments above) <input type="checkbox"/> NYSAA <input type="checkbox"/> NYSESLAT		
<input type="button" value="Add Row"/>				

**Student Outcome Data Scoring**

The information entered below is specific to scoring student outcome data only. How a student outcome score will contribute to the final rating for each applicable standard will be addressed in Part 7.

**HOW IS STUDENT OUTCOME DATA SCORED?**

*Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/ assessment(s) apply to different subgroups of principals, please be sure to address all subgroups.*

**If applicable, upload scoring-related documentation.**

**5G. Student Portfolios**

**STUDENT PORTFOLIOS / STUDENT PORTFOLIOS: PRINCIPAL GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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

*Student Portfolios are a collection of materials documenting student performance which measure performance of a principal's practice that may or may not be observable through school visits or summative student assessments.*

**Please complete the information below to describe the process related to the use of student portfolios [for PRINCIPAL GROUP 1].**

**Student Portfolio Evidence**

*"Add Row" should be used if different result(s)/evidence applies to different types of principals within PRINCIPAL GROUP 1.*

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

Subgroup examples:

- Elementary principals
- Middle school principals
- High school principals

<p><b>SUBGROUP(S)</b> <i>See the instructions above the table before completing this column.</i></p>	<p><b>HOW WILL STUDENT PORTFOLIOS BE ATTRIBUTED TO APPLICABLE PRINCIPALS?</b> <i>If other is selected, please explain how portfolio evidence is aligned to evaluating the related standards.</i></p>	<p><b>WHAT IS THE SOURCE OF THE STUDENT EVIDENCE TO BE INCLUDED IN THE STUDENT PORTFOLIO?</b></p>	<p><b>WHAT TYPES OF EVIDENCE WILL BE INCLUDED IN THE STUDENT PORTFOLIO?</b> <i>Please select all that apply. Please provide additional details in the next column.</i></p>	<p><b>Please use the box below to provide any relevant additional details about the types of evidence indicated.</b> <b>Please also identify whether assessments (if applicable) are formative, interim, diagnostic, or summative.</b></p>
<input type="text"/>	<p><input type="radio"/> Individually-attributed  <input type="radio"/> Other (please provide additional information in the box below)</p> <input type="text"/>	<p><input type="radio"/> All students in building  <input type="radio"/> Single class  <input type="radio"/> Multiple sections of the same course  <input type="radio"/> Single grade level  <input type="radio"/> Other (please provide additional information in the box below)</p> <input type="text"/>	<p><input type="checkbox"/> Student outcomes from standardized assessments (e.g., state-administered assessments)  <input type="checkbox"/> Student outcomes from classroom assessments (e.g., locally-developed or third party assessments)  <input type="checkbox"/> Student writing samples  <input type="checkbox"/> Projects and student work  <input type="checkbox"/> Other (please provide additional information in the box below)</p> <input type="text"/>	<input type="text"/>
<p style="text-align: left;"><b>Add Row</b></p>				

### Student Portfolio Evaluation

WHO WILL EVALUATE STUDENT PORTFOLIOS? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL STUDENT PORTFOLIOS BE EVALUATED?
<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <div style="border: 1px solid black; height: 20px; width: 250px; margin-top: 5px;"></div>	<input type="radio"/> 1x/academic year (end of year review) <input type="radio"/> 2x/academic year (mid-year and end of year review) <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <div style="border: 1px solid black; height: 20px; width: 480px; margin-top: 5px;"></div>

### Student Portfolio Scoring

The information entered below is specific to scoring student portfolios only. How a student portfolio score will contribute to the final rating for each applicable standard will be addressed in Part 7.

#### HOW ARE STUDENT PORTFOLIOS SCORED?

**Please use the text box to describe the scoring process and add any applicable documents below. If different measure(s)/ assessment(s) apply to different subgroups of principals, please be sure to address all subgroups.**

**If applicable, upload scoring-related documentation.**

**5H. Principal School Visits**

**PRINCIPAL SCHOOL VISITS / PRINCIPAL SCHOOL VISITS: PRINCIPAL GROUP 1**  
*Please note: if different groups are used for evaluation, each measures page will be available for each group.*

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

**School visits are a formal or informal observation of principal practice taking place in a school or other learning environment. The Commissioner's Regulations require that school visits occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of principal practice.**

**Please complete the information below to describe the process related to principal school visits [for PRINCIPAL GROUP 1].**

**School Visit Instrument**

**WHAT INSTRUMENT WILL BE USED TO CONDUCT SCHOOL VISITS?**

- Marshall's Principal Evaluation Rubric
- Marshall's Principal Evaluation Rubric (2012 Revised Edition with 2013 Updates)
- Marzano's School Leader Evaluation Model
- Marzano's School Administrator Rubric
- McRel Principal Evaluation System
- Multidimensional Principal Performance Rubric
- The New York LoTi Principal Practice Rubric
- The Reeves Leadership Performance Matrix
- Thoughtful Classroom Principal Effectiveness Framework
- Vanderbilt Assessment of Leadership in Education (VAL-ED)
- Other (please provide the name of the instrument and upload it below)

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

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

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

**School Visit Process**

<p><b>WHO WILL CONDUCT SCHOOL VISITS?</b>  <i>Please select all that apply.</i></p>	<p><b>HOW MANY SCHOOL VISITS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?</b></p>	<p><b>WHAT IS THE NATURE OF THE SCHOOL VISITS TO BE CONDUCTED?</b></p> <ul style="list-style-type: none"> <li>• <u>Formal school visits</u> may include planned school visits and pre- and post-school visit activities.</li> <li>• <u>Informal school visits</u> may include walk-throughs of building or activities.</li> </ul> <p><i>Please select all that apply.</i></p>	<p><b>WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS?</b>  <i>Please select all that apply.</i></p>
---	---	---	--



<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator: Administrator from principal's LEA, but outside the school/program <input type="checkbox"/> Independent evaluator: Trained administrator from a different LEA <input type="checkbox"/> Independent evaluator: BOCES employee <input type="checkbox"/> Independent evaluator: Outside educational expert trained on selected rubric <input type="checkbox"/> Peer: Peer evaluator from the principal's school/ program <input type="checkbox"/> Peer: Peer evaluator from a different school/ program <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> Formal, announced <input type="checkbox"/> Formal, unannounced <input type="checkbox"/> Informal, announced <input type="checkbox"/> Informal, unannounced <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="checkbox"/> In person <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>
---	---	---	---

**School Visit Scoring**

The information entered below is specific to scoring principal school visits only. How a principal school visit score will contribute to the final rating for each applicable standard will be addressed in Part 7.

**HOW ARE PRINCIPAL SCHOOL VISITS SCORED?**

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

*If applicable, upload scoring-related documentation.*

**5I. LEA-Developed Measure**

**LEA-DEVELOPED MEASURE / LEA-DEVELOPED MEASURE: PRINCIPAL GROUP 1**  
 Please note: if different groups are used for evaluation, each measures page will be available for each group.  
 For guidance related to the NYS Standards-based Educator Evaluation and Professional Support (STEPS) System, see the [STEPS resource page](#).

LEAs may develop their own measure(s) to evaluate a principal’s performance aligned to the Professional Standards for Educational Leadership.

Please complete the information below to describe the process related to the use of an LEA-developed measure [for PRINCIPAL GROUP 1].

**Measure**

"Add Row" should be used if a different LEA-developed measure applies to different types of principals within PRINCIPAL GROUP 1.

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

Subgroup examples:

- Elementary principals
- Middle school principals
- High school principals

<b>SUBGROUP(S)</b> See the instructions above the table before completing this column.	<b>WHAT IS THE LEA-DEVELOPED MEASURE?</b> Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.	<b>WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE?</b> This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the principals identified in this row.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="button" value="Add Row"/>		

**Evaluation**

<b>WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE?</b> Please select all that apply.	<b>HOW FREQUENTLY WILL THE LEA-DEVELOP MEASURE BE EVALUATED?</b>
<input type="checkbox"/> Supervisor <input type="checkbox"/> Independent evaluator <input type="checkbox"/> Peer <input type="checkbox"/> Other (please provide additional information in the box below) <input type="text"/>	<input type="radio"/> 1x/academic year (end of year review) <input type="radio"/> 2x/academic year (mid-year and end of year review) <input type="radio"/> Continually (multiple designated checkpoints throughout the academic year) <input type="radio"/> Other (please provide additional information in the box below) <input type="text"/>

**Scoring**

The information entered below is specific to scoring the LEA-developed measure only. How the score from the LEA-developed measure will contribute to the final rating for each applicable standard will be addressed in Part 7.

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

"Add Row" should be used if a different LEA-developed measure applies to different types of principals within PRINCIPAL GROUP 1.

Use the first column to list subgroup(s) of principals within PRINCIPAL GROUP 1 applicable to subsequent entries on the corresponding row. If the same information applies to all principals in PRINCIPAL GROUP 1, use only one row and enter "All principals" in the first column.

*Subgroup examples:*

- *Elementary principals*
- *Middle school principals*
- *High school principals*

<b>SUBGROUP(S)</b> <i>See the instructions above the table before completing this column.</i>	<b>WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE?</b> <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	<b>HOW IS THE LEA-DEVELOPED MEASURE SCORED?</b> <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	<b>If applicable, upload scoring-related documentation.</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Choose File"/>
<input type="button" value="Add Row"/>			

## PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS

### 6A. Professional Learning and Growth

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

#### Assurances

Please read the assurances below and check each box.

- Assure 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 the LEA's formal professional growth plan will incorporate a variety of sources and types of student, educator, evaluation process, and system data.
- Assure the LEA will use data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.
- Assure that feedback to principals from the STEPS plan will be timely and actionable.
- Assure the system of professional learning and growth includes a process where principals who receive an overall rating of Level 1 or 2 shall have a personalized principal support plan developed by the LEA in coordination with the principal and their supervisor.

#### Goal Setting Process

**Who determines professional learning goals for principals?**

Please select all that apply.

- District leadership
- Building leadership
- Supervisor
- Professional learning community (PLC)
- Self-identified
- Outside consultant
- Professional learning plan committee
- Other (please provide additional information in the box below)

**At what level are professional learning goals organized?**

Please select all that apply.

- Building level
- Grade level
- Content groups
- Other (please provide additional information in the box below)

**What will provide the basis for professional learning goals?**

Please select all that apply.

- Needs assessment
- Student outcome data
- Research study results
- Research literature
- Published education trends
- Teacher surveys/feedback
- Colleague surveys/feedback
- Student surveys/feedback
- Parent/family surveys/feedback
- Other (please provide additional information in the box below)

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

Please select all that apply.

- Formative/summative assessment data
- School visit notes
- Other data from the evaluation system
- Exit surveys from prior professional learning opportunity
- Stakeholder satisfaction surveys
- Other (please provide additional information in the box below)

**Formal Support****How will formal support be provided to guide goal attainment?**

Please select all that apply.

- Cohort group meetings
- Supervisor meetings
- Mentoring
- Professional learning community (PLC) meetings
- Professional Learning through a BOCES
- Goal tracking forms/documents
- Outside consultant meetings
- Online professional learning and support through a professional learning/development tracking system
- Other (please provide additional information in the box below)

**Assessing Impact****How will the LEA determine whether principals 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
- Other (please provide additional information in the box below)

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

Please select all that apply.

- Formal or informal school visits of new learning being implemented
- Student learning outcomes
- Changes in performance ratings on leadership standards
- Other (please provide additional information in the box below)

**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
- Other (please provide additional information in the box below)

**Support Plan**

Please read the assurance below and check the box.

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

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

**6B. Evaluator Training****EVALUATOR TRAINING**

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

**Training**

**Please describe how training and retraining evaluators is conducted.**

*Please select all that apply.*

- As a component district, training is conducted by, or in conjunction with, a BOCES
- As an LEA, we conduct our own training
- The rubric developer conducts training
- Other (please provide additional information in the box below)

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

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

**Inter-Rater Reliability**

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

**Select the option(s) below that best describe the process in place for maintaining inter-rater reliability over a period of time.**

*Please select all that apply.*

- Data analysis to detect disparities on the part of the evaluators
- Periodic comparisons of an evaluator's assessment of the same building principal
- Monthly calibration meetings
- Inter-rater reliability is addressed during annual training
- Periodic calibration meetings and/or trainings
- Not applicable; the STEPS plan does not include more than one evaluator
- Other (please provide additional information in the box below)

*Appears if question above has answer of 'Not applicable; the STEPS plan does not include more than one evaluator:*

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

- Assure that the evaluator is calibrated to the measuring instrument(s) through the training process.

## PART 7. PRINCIPAL EVALUATION SCORING

### 7A. Standard and Overall Ratings

#### PRINCIPAL EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

- Assure that any measure selected to evaluate a principal shall provide direct evidence of such principal's practice that appropriately and accurately assesses the degree to which the educator meets each applicable PSEL.
- Assure that the selected measures for each Professional Standard for Educational Leaders will result in a level 1-4 rating for the applicable standard using a locally-determined process.
- Assure that, across an evaluation cycle, a level 1-4 rating will be assigned for each Professional Standard for Educational Leaders 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 Professional Standards for Educational Leaders will be combined to result in an overall rating of level 1-4 across the principal's evaluation cycle.
- Assure that final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

#### PRINCIPAL EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

Probationary principals are required to receive a Level 1-4 rating on each of the Professional Standards for Educational Leaders on an annual basis, and tenured principals receive a Level 1-4 rating on all standards across an annual or multi-year evaluation cycle.

Which principals does this information apply to?	Indicate the standards applicable to the rating process described in this row	IF MULTIPLE MEASURES ARE USED FOR THE INDICATED STANDARD(S), HOW ARE THEY COMBINED TO REACH A FINAL RATING OF 1-4?	If option (B), (C), or (E) was selected, please describe or add an upload below the table. (B) The weights for multiple measures used to reach a final standard rating of 1-4. (C) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4. (E) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).
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<input type="checkbox"/> All principals <input type="checkbox"/> Principal group 1 <input type="checkbox"/> Principal group 2 <input type="checkbox"/> Principal group 3	<input type="checkbox"/> 1-10 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10	<input type="radio"/> (A) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged. <input type="radio"/> (B) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/ upload of these weights in the next column(s)]. <input type="radio"/> (C) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column(s)]. <input type="radio"/> (D) This standard is evaluated using only one measure resulting in a 1-4 score. <input type="radio"/> (E) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column(s)].	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<input type="button" value="Add Row"/>			

If applicable, upload a document related to option (B), (C), or (E) below.

**PRINCIPAL EVALUATION SCORING: OVERALL RATING**

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

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

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

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

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

<b>Which principals does this information apply to?</b>	<b>HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?</b> <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
<input type="checkbox"/> All principals <input type="checkbox"/> Principal group 1 <input type="checkbox"/> Principal group 2 <input type="checkbox"/> Principal group 3	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<input type="button" value="Add Row"/>	

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

**7B. Rating Tenured Principals**

**RATING PRINCIPAL EVALUATION: TENURED PRINCIPALS / RATING TENURED PRINCIPALS: PRINCIPAL GROUP 1**

*Please note: group selection only appears if an LEA selects, “No; the standards evaluated, measures used, and/or processes applicable will vary for different groups of principals,” in part 1B. Up to 3 groups will appear; if an LEA needs additional groups, they should contact [EducatorEval@nysed.gov](mailto:EducatorEval@nysed.gov). If “Yes, all principals are evaluated on the same standards using the same measures with the same processes,” is chosen, this page will start with the table.*

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

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

**Please identify applicable groups, then complete the table to illustrate the rating schedule for tenured principals.**

**WHICH PRINCIPAL GROUPS (AS IDENTIFIED IN PART 2) ARE APPLICABLE TO THE INFORMATION IN THE TABLE BELOW?**

- Principal group 1
- Principal group 2
- Principal group 3

*There will be an opportunity to add additional tables for groups that have a different rating schedule.*

PSEL	<b>HOW OFTEN WILL TENURED PRINCIPALS IN THE ABOVE IDENTIFIED GROUP(S) RECEIVE AND APPLICABLE RATING?</b> <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
<b>Standard 1: Mission, Vision, and Core Values</b>	<input type="radio"/> Annually <input type="radio"/> Year 1 of evaluation cycle <input type="radio"/> Year 2 of evaluation cycle <input type="radio"/> Year 3 of evaluation cycle <input type="radio"/> Variable year(s) within the evaluation cycle <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>
<b>Standard 2: Ethics and Professional Norms</b>	<input type="radio"/> Annually <input type="radio"/> Year 1 of evaluation cycle <input type="radio"/> Year 2 of evaluation cycle <input type="radio"/> Year 3 of evaluation cycle <input type="radio"/> Variable year(s) within the evaluation cycle <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>
<b>Standard 3: Equity and Cultural Responsiveness</b>	<input type="radio"/> Annually <input type="radio"/> Year 1 of evaluation cycle <input type="radio"/> Year 2 of evaluation cycle <input type="radio"/> Year 3 of evaluation cycle <input type="radio"/> Variable year(s) within the evaluation cycle <input type="radio"/> Other (please provide additional information in the box below) <input style="width: 100%; height: 20px;" type="text"/>
<b>Standard 4: Curriculum, Instruction, and Assessment</b>	<input type="radio"/> Annually <input type="radio"/> Year 1 of evaluation cycle <input type="radio"/> Year 2 of evaluation cycle <input type="radio"/> Year 3 of evaluation cycle <input type="radio"/> Variable year(s) within the evaluation cycle

	<p><input type="radio"/> Other (please provide additional information in the box below)</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>Standard 5: Community of Care and Support for Students</b></p>	<p> <input type="radio"/> Annually  <input type="radio"/> Year 1 of evaluation cycle  <input type="radio"/> Year 2 of evaluation cycle  <input type="radio"/> Year 3 of evaluation cycle  <input type="radio"/> Variable year(s) within the evaluation cycle  <input type="radio"/> Other (please provide additional information in the box below)         </p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>Standard 6: Professional Capacity of School Personnel</b></p>	<p> <input type="radio"/> Annually  <input type="radio"/> Year 1 of evaluation cycle  <input type="radio"/> Year 2 of evaluation cycle  <input type="radio"/> Year 3 of evaluation cycle  <input type="radio"/> Variable year(s) within the evaluation cycle  <input type="radio"/> Other (please provide additional information in the box below)         </p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>Standard 7: Professional Community for Teachers and Staff</b></p>	<p> <input type="radio"/> Annually  <input type="radio"/> Year 1 of evaluation cycle  <input type="radio"/> Year 2 of evaluation cycle  <input type="radio"/> Year 3 of evaluation cycle  <input type="radio"/> Variable year(s) within the evaluation cycle  <input type="radio"/> Other (please provide additional information in the box below)         </p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>Standard 8: Meaningful Engagement of Families and Communities</b></p>	<p> <input type="radio"/> Annually  <input type="radio"/> Year 1 of evaluation cycle  <input type="radio"/> Year 2 of evaluation cycle  <input type="radio"/> Year 3 of evaluation cycle  <input type="radio"/> Variable year(s) within the evaluation cycle  <input type="radio"/> Other (please provide additional information in the box below)         </p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>Standard 9: Operations and Management</b></p>	<p> <input type="radio"/> Annually  <input type="radio"/> Year 1 of evaluation cycle  <input type="radio"/> Year 2 of evaluation cycle  <input type="radio"/> Year 3 of evaluation cycle  <input type="radio"/> Variable year(s) within the evaluation cycle  <input type="radio"/> Other (please provide additional information in the box below)         </p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p><b>Standard 10: School Improvement</b></p>	<p> <input type="radio"/> Annually  <input type="radio"/> Year 1 of evaluation cycle  <input type="radio"/> Year 2 of evaluation cycle  <input type="radio"/> Year 3 of evaluation cycle  <input type="radio"/> Variable year(s) within the evaluation cycle  <input type="radio"/> Other (please provide additional information in the box below)         </p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

## PART 8. CERTIFICATION OF STEPS PLAN

### 8A. STEPS Assurances

#### NYS STANDARDS-BASED EDUCATOR EVALUATION AND PROFESSIONAL SUPPORT SYSTEM

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

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

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

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

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

#### STEPS ASSURANCES

Please read the assurances below and check each box.

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

\*NYS-STEPS plans: <http://www.nysed.gov/educator-quality/educator-evaluation-plans>

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

**DATA ASSURANCES**

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

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

*More information about the collection of educator evaluation data can be found on the [Resources for Educator Evaluation Data Collection and Submission page](#).*



**8B. Applicability and Certification****APPLICABILITY OF THE STEPS PLAN**

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

- 2024-25
- 2025-26
- 2026-27
- 2027-28
- 2028-29

**JOINT CERTIFICATION OF THE STEPS PLAN**

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

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

File types supported for uploads:

- PDF (preferred)
- Microsoft Office (Word, PowerPoint, Excel)
- Images (.jpg, .gif)
- Other Formats (.html, .xhtml, .txt, .rtf)