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## STEPS PLAN DESIGN

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

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

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

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

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

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

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

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

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

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

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

## MEASURES ASSURANCES

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

**TEACHER AND PRINCIPAL MEASURES**

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

☑ Assure that any measure selected to evaluate a principal shall provide direct evidence of such principal's practice that appropriately

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and accurately assesses the degree to which the educator meets each applicable Professional Standard for Educational Leaders.

**TEACHER OBSERVATION / PRINCIPAL SCHOOL VISITS**

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

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## TEACHER EVALUATION: MEASURES

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

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

- ☑ Professional portfolios
- ☑ Goal setting and attainment

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

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

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

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

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

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

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

Standards I-V will be evaluated through the observation process. All teachers will also complete both a Teacher Professional Goal (TPG) and Professional Portfolio annually. Standards VI and VII must each be formally evaluated through the TPG and/or Professional Portfolio, with teachers having flexibility to identify the standard(s) aligned to each measure. The proposed alignment will be reviewed and approved by the principal/evaluator to ensure that Standards VI and VII are appropriately addressed during the evaluation cycle. The TPG and Professional Portfolio may also provide additional evidence and ratings for Standards I-V when aligned to the teacher's goal, professional responsibilities, or submitted artifacts. The district requires all seven New York State Teaching Standards to receive at least one formal rating during the evaluation cycle. Teachers and evaluators will monitor the standards assessed across measures to ensure this requirement is met by the conclusion of the cycle.

## TEACHER EVALUATION: RATIONALE

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

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

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| Standard I: Knowledge of Students and Student Learning | Primary Measure(s): Classroom Observations, Teacher Professional Goal (TPG), and Professional Portfolio<br><br>Standard I may be assessed through multiple measures because evidence of a teacher's knowledge of students and student learning is demonstrated both through classroom practice and through professional planning, reflection, and collaboration. Classroom observations may provide evidence when teachers demonstrate differentiation, responsiveness to student needs, culturally responsive instructional practices, and instructional decisions informed by knowledge of students. However, many aspects of this standard occur outside of direct observation and are often more fully demonstrated through the Teacher Professional Goal and Professional Portfolio.<br>These measures help identify strengths and opportunities for growth by documenting how teachers understand student development, learning needs, interests, backgrounds, and experiences and how that knowledge informs instructional decision-making. Evidence collected through observations, goal-setting, artifacts, and reflection provides insight into effective practices as well as areas where additional support or professional learning may be beneficial.<br>The selected measures provide valid, reliable, and actionable data because they allow evaluators to examine both observable instructional practices and evidence of planning, reflection, and responsiveness to student needs. The resulting information supports professional development focused on differentiation, student engagement, culturally responsive practices, and instructional decision-making. |
| Standard II: Knowledge of Content and Instructional Planning | Primary Measure(s): Classroom Observations<br><br>Secondary Measure(s): Teacher Professional Goal (TPG) and Professional Portfolio |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | Classroom observations were selected as the primary measure for Standard II because instructional planning, content knowledge, lesson design, standards alignment, and implementation of instructional strategies are most appropriately demonstrated through classroom practice. Observations allow evaluators to collect direct evidence of how teachers organize instruction, communicate content, and design learning experiences that support student success.<br>While classroom observations provide the primary evidence for this standard, the Teacher Professional Goal (TPG) and Professional Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by providing direct evidence of instructional planning, content expertise, lesson coherence, and instructional decision-making. Observation feedback highlights effective planning practices while identifying areas where additional support or professional learning may strengthen instructional effectiveness.<br>Classroom observations provide valid, reliable, and actionable data because they focus on observable instructional practices aligned to clearly defined standards and performance expectations. The resulting evidence supports professional growth through feedback, coaching, professional learning, and reflective practice. |
| Standard III: Instructional Practice | Primary Measure(s): Classroom Observations<br><br>Secondary Measure(s): Teacher Professional Goal (TPG) and Professional Portfolio<br><br>Classroom observations were selected as the primary measure for Standard III because instructional delivery, student engagement, questioning techniques, communication, differentiation, and responsiveness to student learning are most effectively evaluated through direct observation of |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | classroom instruction. Observations allow evaluators to gather authentic evidence of instructional practice in real-time learning environments.<br>While classroom observations provide the primary evidence for this standard, the Teacher Professional Goal (TPG) and Professional Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by documenting the effectiveness of instructional strategies, student engagement practices, communication techniques, and responsiveness to student needs. Observation evidence provides meaningful feedback that supports instructional improvement and professional growth.<br>Classroom observations provide valid, reliable, and actionable data because they capture authentic instructional practice using established observation protocols and standards-aligned rubrics. The resulting information supports ongoing reflection, coaching, and professional development focused on improving teaching and learning. |
| Standard IV: Learning Environment | Primary Measure(s): Classroom Observations<br><br>Secondary Measure(s): Teacher Professional Goal (TPG) and Professional Portfolio<br><br>Classroom observations were selected as the primary measure for Standard IV because the learning environment is best demonstrated through observable interactions, classroom culture, management systems, student engagement, and the establishment of a safe and supportive learning environment. Observations provide evaluators with direct evidence of how teachers create conditions that support student learning and well-being.<br>While classroom observations provide the primary evidence for this standard, the Teacher Professional Goal (TPG) and Professional Portfolio provide supporting evidence that may confirm, clarify, or expand |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by documenting classroom climate, student interactions, behavioral expectations, routines, and instructional supports. Observation feedback helps teachers recognize effective practices and identify opportunities to strengthen classroom culture and student engagement.<br>Classroom observations provide valid, reliable, and actionable data because they focus on observable behaviors and classroom conditions aligned to the standard. The resulting evidence supports professional learning related to classroom management, student engagement, relationship building, and inclusive learning environments. |
| Standard V: Assessment for Student Learning | Primary Measure(s): Classroom Observations<br><br>Secondary Measure(s): Teacher Professional Goal (TPG) and Professional Portfolio<br><br>Classroom observations were selected as the primary measure for Standard V because formative assessment practices, feedback strategies, checks for understanding, and instructional adjustments are most effectively demonstrated during instruction. Observations provide evaluators with opportunities to collect direct evidence of how assessment is integrated into teaching and learning.<br>While classroom observations provide the primary evidence for this standard, the Teacher Professional Goal (TPG) and Professional Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by documenting how teachers monitor student learning, provide feedback, use assessment information, and adjust instruction to meet |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | student needs. Observation evidence supports meaningful conversations regarding assessment practices and instructional decision-making.<br>Classroom observations provide valid, reliable, and actionable data because they capture assessment practices in authentic instructional settings and are evaluated using clearly defined standards and performance expectations. The resulting evidence supports professional development related to assessment literacy, feedback practices, data use, and instructional responsiveness. |
| Standard VI: Professional Responsibilities and Collaboration | Primary Measure(s): Teacher Professional Goal (TPG) and Professional Portfolio<br><br>The Teacher Professional Goal and Professional Portfolio were selected as the primary measures for Standard VI because professional responsibilities, collaboration, communication, ethical practice, leadership, and contributions to the school community are often demonstrated outside of classroom instruction. These measures provide teachers opportunities to submit authentic evidence of professional practice collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by documenting participation in collaborative work, communication with stakeholders, leadership activities, professional responsibilities, and contributions to school improvement efforts. Evidence gathered through goals, artifacts, and reflection provides meaningful insight into professional practice beyond the classroom.<br>The TPG and Professional Portfolio provide valid, reliable, and actionable data because they allow teachers to demonstrate professional responsibilities through authentic evidence collected over time. The resulting information supports professional learning, collaboration, leadership development, and continuous improvement. |
| Standard VII: Professional Growth | Primary Measure(s): Teacher Professional Goal (TPG) and Professional Portfolio<br><br>The Teacher Professional Goal and Professional Portfolio were selected as the primary measures for Standard VII because professional growth is best demonstrated through goal setting, professional |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | learning, implementation of new practices, reflection, and continuous improvement efforts that occur throughout the evaluation cycle. These measures provide teachers opportunities to document and reflect upon their professional growth experiences.<br>These measures help identify strengths and opportunities for growth by documenting the teacher's commitment to professional learning, implementation of new knowledge and skills, reflection on practice, and responsiveness to feedback. Evidence collected through the goal process and portfolio artifacts demonstrates how teachers engage in ongoing growth and development.<br>The TPG and Professional Portfolio provide valid, reliable, and actionable data because they require evidence of professional learning and growth collected over time and evaluated using established criteria. The resulting information supports future goal-setting, professional development planning, reflective practice, and continuous improvement. |

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## PROFESSIONAL PORTFOLIOS

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.**

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**Professional Portfolio Description**

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

***Please select all that apply.***

☑ Other: Teachers will have professional autonomy in selecting artifacts for inclusion in their Professional Portfolio. Each submitted artifact must align to one or more New York State Teaching Standards and provide authentic evidence of professional practice, professional growth, leadership, collaboration, or contributions to student learning. The district may provide examples of portfolio artifacts, including examples identified by NYSED in this section; however, no specific artifact will be required, allowing teachers to select evidence that best reflects their individual roles, responsibilities, and professional accomplishments.

**Professional Portfolio Evaluation**

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

**Professional Portfolio Scoring**

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

**HOW ARE PORTFOLIOS SCORED?**

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

Portfolio artifacts will be evaluated using the district's NYS Teaching Standards-aligned rubric. This will be an annual requirement for both probationary and tenured teachers. Each artifact submitted by a teacher must be intentionally connected to one or more of the New York State Teaching Standards and will be reviewed for evidence of professional practice aligned to the applicable standard(s). Portfolios will serve as a primary source of evidence for Standards VI and VII and may also provide additional evidence for any of the New York State Teaching Standards, as appropriate.

Progress will be reviewed periodically throughout the evaluation cycle through ongoing conversations between the teacher and evaluator. These check-ins may occur in conjunction with classroom observations, mid-year conferences, or other scheduled evaluation meetings and will provide an opportunity to review progress, discuss available evidence, and identify any needed adjustments or next steps.

For each standard represented within a portfolio artifact, the evaluator will assign a rating of:

- 4 – Exceeds Expectations
- 3 – Meets Expectations

- 2 – Partially Meets Expectations
- 1 – Significantly Below Expectations

Ratings will be based on the preponderance of evidence demonstrated within the artifact and the extent to which the evidence aligns to the indicators and expectations associated with the applicable New York State Teaching Standard.

When multiple portfolio artifacts provide evidence related to the same standard, all evidence within the standard will be considered holistically. The resulting ratings will then be averaged to determine a single portfolio rating for that standard. Averages will be rounded to the nearest whole number using standard mathematical rounding procedures.

The portfolio score for a standard will represent only the evidence collected through portfolio artifacts and will be considered alongside evidence obtained through observations, the Teacher Professional Goal (TPG), and other approved measures when determining the final standard rating within the district's STEPS evaluation system.

This approach ensures that:

- Multiple pieces of evidence may be considered for each standard;
- Ratings are based on demonstrated professional practice rather than a single artifact;
- Scoring is consistent and transparent;
- Evidence from the portfolio contributes meaningfully to identifying strengths, opportunities for growth, and overall performance within each applicable teaching standard.

Portfolio ratings are intended to reflect patterns of practice demonstrated through submitted evidence rather than isolated examples of performance and are used to support professional reflection, growth, and continuous improvement.

The evaluation instrument for this measure consists of the district's performance rubric and the accompanying Evaluator Scoring Guide, which are used together by evaluators to determine performance ratings. The rubric establishes the performance expectations, while the Evaluator Scoring Guide provides supporting descriptors, evidence indicators, and scoring guidance to promote consistent and reliable application of the rubric across evaluators.

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

Evaluator Scoring Guide for Teachers_Final.pdf
Teacher Rubric_Final.pdf

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## GOAL SETTING AND ATTAINMENT

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

***Goal setting and attainment is a process for identifying goals in educational practice and measuring progress toward those goals.***

**Please complete the information below to describe the process related to the use of goal setting.**

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**Goal Creation**

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

***Please select all that apply.***

☑ Student performance data

☑ Observations

☑ Professional learning topics

☑ Other: Evidence collected through classroom observations and feedback conversations; Student learning data and assessment results; Analysis of student work; Reflection on instructional practices and professional responsibilities; Prior evaluation feedback and identified areas for growth; Professional learning experiences and interests; Grade-level, department, PLC, or school improvement initiatives; Building, district, and Board of Education goals and priorities; Relevant New York State Teaching Standards and their associated indicators.

**PLEASE UPLOAD THE TEMPLATE FOR THE GOAL SETTING PROCESS**

**This template should include a form to enter the following information:**

- **measurable goals,**
- **benchmarks,**
- **timelines,**
- **evaluation process, and**
- **standards.**

NYS STEPS_ TPG Forms_DRAFTS - Google Docs.pdf

**Goal Setting and Evaluation**

| | WHO WILL SET GOALS FOR TEACHERS? *Please select all that apply.* | WHO WILL MONITOR GOAL PROGRESS? *Please select all that apply.* | WHO WILL EVALUATE GOAL ATTAINMENT? *Please select all that apply.* | HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED? |
|---|---|---|---|---|
| | ☑ Teacher (self-determined) | ☑ Teacher (self-monitoring)<br>☑ Supervisor | ☑ Supervisor | 1x/academic year (end of year review) |

**Goal Attainment Scoring**

***The information entered below is specific to*** scoring goal attainment only***. How a goal attainment score will contribute***

***to the final rating for each applicable standard will be addressed in Part 4.***

**HOW IS GOAL ATTAINMENT SCORED?**

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

The Teacher Professional Goal (TPG) will be evaluated using the district's New York State Teaching Standards-aligned evaluation rubric. This will be an annual requirement for both probationary and tenured teachers. Each goal must align to district priorities and at least one New York State Teaching Standard. Teachers may elect to align their goal to multiple standards when appropriate. The Teacher Professional Goal serves as a primary source of evidence for Standards I, VI, and VII and may also provide additional evidence for any of the New York State Teaching Standards, as appropriate.

The district's TPG process provides teachers with three pathways for goal development: Selection or adaptation of a district-provided goal aligned to district initiatives, district priorities, building goals, and Board of Education goals; Development of an individual professional goal based on a teacher's identified area for growth or professional interest; Participation in a collaborative or group goal aligned to district goals and at least one New York State Teaching Standard. Regardless of the pathway selected, all goals must: Align to district goals and priorities; Align to at least one New York State Teaching Standard; Be focused on improving professional practice and/or student outcomes; Include opportunities for reflection, progress monitoring, and instructional adjustment throughout the year. This approach ensures that goals are individualized, meaningful, and informed by evidence while maintaining alignment to district priorities and the professional expectations outlined in the New York State Teaching Standards.

In support of professional autonomy and meaningful professional growth, teachers may develop their Teacher Professional Goal by selecting from one of three district-approved options: (1) selecting and adapting a goal from the District's menu of goals aligned to district priorities and initiatives; (2) developing an individually designed professional goal aligned to district priorities and one or more New York State Teaching Standards; or (3) participating in a collaboratively developed group goal aligned to district priorities and one or more New York State Teaching Standards. While teachers may choose to participate in a shared group goal, each educator remains individually responsible for the implementation of the goal within their own professional practice and for demonstrating its impact through their own evidence, artifacts, reflection, and professional growth.

Regardless of the goal option selected, all Teacher Professional Goals will be evaluated individually. Evaluators will review each teacher's evidence independently and provide individualized feedback aligned to the applicable New York State Teaching Standard(s). Ratings will reflect each teacher's own professional practice, implementation, reflection, and demonstrated growth rather than the collective success or outcomes of the group. This approach preserves the collaborative benefits of shared professional learning while ensuring that every teacher receives meaningful feedback that identifies individual strengths, opportunities for growth, and progress toward continuous professional improvement.

Progress will be reviewed periodically throughout the evaluation cycle through ongoing conversations between the teacher and evaluator. These check-ins may occur in conjunction with classroom observations, mid-year conferences, or other scheduled evaluation meetings and will provide an opportunity to review progress, discuss available evidence, and identify any needed adjustments or next steps.

The TPG is intended to serve as a source of evidence demonstrating professional growth, implementation of professional learning, reflection on practice, and impact on teaching and learning. Evidence collected through the TPG process may include the approved goal, benchmarks, progress monitoring data, artifacts, implementation evidence, reflections, and professional discussions.

At the conclusion of the goal cycle, the evaluator will review all evidence associated with the Teacher Professional Goal and determine the extent to which the evidence demonstrates performance aligned to the identified New York State Teaching Standard(s). Using the district's approved New York State Teaching Standards Rubric, the evaluator will assign a rating for each standard aligned to the goal:

- 4 – Exceeds Expectations

- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Significantly Below Expectations

Ratings will be assigned using a preponderance of evidence approach, whereby the evaluator determines the rating most consistently supported by the available evidence collected throughout the goal cycle. Evaluators will consider the quality, consistency, and frequency of evidence aligned to the applicable standard(s). Ratings are not determined by goal attainment alone. Rather, evaluators will consider evidence of professional practice, implementation, reflection, continuous improvement, and demonstrated alignment to the applicable teaching standard(s).

Once ratings have been assigned, the TPG rating for each identified standard will be incorporated into the standard-level scoring process. If a Teacher Professional Goal aligns to multiple New York State Teaching Standards, a separate rating will be assigned for each applicable standard using the district's standards-based rubric.

When a standard is assessed through multiple Teacher Professional Goals during a multi-year evaluation cycle, the ratings associated with that standard will be averaged and rounded to the nearest whole number using standard mathematical rounding procedures.

The Teacher Professional Goal score for a standard will represent only the evidence collected through the goal-setting process and will be considered alongside evidence obtained through classroom observations, the Professional Portfolio, and other approved measures when determining the final rating for that standard.

This approach ensures that:

- The Teacher Professional Goal is fully aligned to the New York State Teaching Standards;
- A single standards-based rubric is used across all evaluation measures;
- Ratings reflect professional growth and demonstrated practice rather than goal completion alone;
- Evidence collected through the TPG contributes meaningfully to standard-level ratings;
- Scoring is transparent, consistent, and aligned to district expectations.

The Teacher Professional Goal process is intended to support reflection, continuous improvement, and professional growth while providing authentic evidence of educator performance within the applicable New York State Teaching Standard(s).

The evaluation instrument for this measure consists of the district's performance rubric and the accompanying Evaluator Scoring Guide, which are used together by evaluators to determine performance ratings. The rubric establishes the performance expectations, while the Evaluator Scoring Guide provides supporting descriptors, evidence indicators, and scoring guidance to promote consistent and reliable application of the rubric across evaluators.

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

Evaluator Scoring Guide for Teachers_Final.pdf
Teacher Rubric_Final.pdf

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## TEACHER OBSERVATION

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

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

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

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**Observation Instrument**

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

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

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

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

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

Schodack CSD - Teacher Rubric

Teacher Rubric_Final.pdf

**Observation Process**

| | WHO WILL CONDUCT OBSERVATIONS? *Please select all that apply.* | HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE? | WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED?<br>• Formal observations may include classroom observations and pre- and post-observation activities.<br>• Informal observations may include walk-through observations.<br>*Please select all that apply.* | WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? *Please select all that apply.* |
|---|---|---|---|---|
| | ☑ Supervisor<br>☑ Administrator | Probationary Teachers: Year 1: 3 observations; Years 2-4: 2 observations; Tenured: 3 | ☑ Formal, announced<br>☑ Informal, unannounced | ☑ In person |

| | WHO WILL CONDUCT OBSERVATIONS? *Please select all that apply.* | HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE? | WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • Formal observations may include classroom observations and pre- and post-observation activities. • Informal observations may include walk-through observations. *Please select all that apply.* | WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? *Please select all that apply.* |
|---|---|---|---|---|
| | | Observations over 3 year cycle (one per year) consisting of Formal and informal observations | | |

**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.***

Classroom observations will be evaluated using the district's New York State Teaching Standards-aligned Observation Rubric. The rubric is designed to assess observable professional practice and instructional effectiveness through evidence collected during announced and unannounced classroom observations.

Observations will focus primarily on the standards and indicators that are most appropriately demonstrated through classroom practice, including:

- 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

Each applicable standard observed during a classroom visit will receive a rating using the district's approved rubric:

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Significantly Below Expectations

Ratings will be based on the preponderance of evidence collected during the observation and documented through the observation process. Evaluators will utilize the district's standards-aligned observation rubric and evidence collection tools to assess the extent to which instructional practices align with the expectations and indicators associated with each New York State Teaching Standard.

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For each observation, evaluators will collect objective evidence, identify patterns of practice, and assign ratings to the applicable standards based on the evidence observed. Ratings will reflect demonstrated professional practice rather than isolated events or individual instructional moments.

Observation ratings are assigned using a **preponderance of evidence approach**, whereby the evaluator determines the rating most consistently supported by the available evidence collected during the observation process. Evaluators will consider the quality, consistency, and frequency of evidence aligned to the applicable New York State Teaching Standard(s). Ratings are not determined through a checklist, point accumulation process, or a single observed event. Instead, evaluators will use professional judgment to identify the level of performance that best represents the educator's overall pattern of practice within the standard being assessed.

When a standard is assessed during multiple observations, each observation rating for that standard will be scored independently. The resulting ratings will then be averaged to determine a single observation score for that standard. Averages will be rounded to the nearest whole number using standard mathematical rounding procedures.

For educators participating in a multi-year evaluation cycle, annual observation scores will be maintained throughout the cycle. At the conclusion of the cycle, the observation rating for each applicable New York State Teaching Standard will be calculated by averaging all observation scores associated with that standard across the cycle. The resulting average will be rounded to the nearest whole number using standard mathematical rounding procedures.

The observation score for a standard will represent only the evidence collected through classroom observations and will be considered alongside evidence obtained through the Teacher Professional Goal (TPG), Professional Portfolio, and other approved measures when determining the final standard rating within the district's STEPS evaluation system.

This approach ensures that:

- Multiple observations contribute to each applicable standard rating;
- Ratings are based on patterns of practice demonstrated over time rather than isolated lessons;
- Evidence is collected using a consistent, standards-aligned rubric and observation process;
- Scoring is transparent, reliable, and aligned to district expectations;
- Observation evidence contributes meaningfully to identifying strengths, opportunities for growth, and overall performance within each applicable New York State Teaching Standard.

Observation ratings are intended to reflect sustained instructional practice and professional effectiveness demonstrated over time and are used to support professional reflection, continuous improvement, and ongoing professional learning.

The evaluation instrument for this measure consists of the district's performance rubric and the accompanying Evaluator Scoring Guide, which are used together by evaluators to determine performance ratings. The rubric establishes the performance expectations, while the Evaluator Scoring Guide provides supporting descriptors, evidence indicators, and scoring guidance to promote consistent and reliable application of the rubric across evaluators.

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

Evaluator Scoring Guide for Teachers_Final.pdf

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## CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

**Culturally Responsive-Sustaining Education (CRSE) and the Culturally Responsive-Sustaining Framework (the CR-S Framework)**

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

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

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

The Schodack Central School District's Standards-Based Teacher Evaluation and Professional Support (STEPS) Plan incorporates multiple measures that collectively support and assess educator practices aligned with the New York State Culturally Responsive-Sustaining (CR-S) Education Framework. Through classroom observations, the Teacher Professional Goal (TPG), and the Professional Portfolio, educators are provided opportunities to demonstrate practices consistent with the four CR-S Framework Principles while simultaneously aligning with the New York State Teaching Standards.

The district's evaluation process is designed not only to assess professional practice but also to promote continuous reflection, professional growth, and the development of student-centered learning environments that honor and support the diverse backgrounds, identities, experiences, and strengths of all learners.

## Welcoming and Affirming Environment

The principle of creating a Welcoming and Affirming Environment is primarily addressed through Classroom Observations, the Teacher Professional Goal (TPG), and the Professional Portfolio.

During classroom observations, evaluators collect evidence related to New York State Teaching Standards I, III, and IV. Observation evidence may include the establishment of respectful relationships, culturally responsive classroom management practices, inclusive student engagement strategies, student voice and choice, and the creation of learning environments that foster belonging, safety, and positive identity development.

The Teacher Professional Goal may include objectives focused on strengthening classroom culture, increasing student engagement, improving relationships with students and families, or implementing culturally responsive instructional practices.

The Professional Portfolio may include artifacts demonstrating family engagement, communication practices, classroom culture initiatives, student feedback, restorative practices, collaborative learning structures, and other evidence that illustrates the educator's

commitment to creating affirming learning environments.

## High Expectations and Rigorous Instruction

The principle of High Expectations and Rigorous Instruction is primarily addressed through Classroom Observations and the Teacher Professional Goal.

Observation evidence collected through Standards II, III, IV, and V focuses on instructional planning, rigorous learning tasks, differentiated instruction, student engagement, assessment practices, and the use of instructional strategies that challenge students to think critically and demonstrate deep understanding.

Teacher Professional Goals may focus on improving instructional practices, increasing student achievement, strengthening assessment literacy, implementing evidence-based instructional strategies, or addressing identified learning needs of specific student groups.

Evidence gathered through these measures demonstrates how educators maintain high expectations for all students while providing equitable access to rigorous learning opportunities and appropriate supports.

## Inclusive Curriculum and Assessment

The principle of Inclusive Curriculum and Assessment is addressed through Classroom Observations, the Teacher Professional Goal, and the Professional Portfolio.

Observation evidence may include instructional materials, learning activities, questioning techniques, and assessment practices that reflect diverse perspectives, experiences, cultures, and identities. Evaluators may observe how educators provide multiple opportunities for students to demonstrate learning and how assessment practices support equitable outcomes for all students.

Teacher Professional Goals may focus on curriculum development, instructional equity, assessment design, differentiation, or the implementation of culturally responsive instructional practices.

Professional Portfolio artifacts may include curriculum materials, lesson plans, assessment examples, student work samples, instructional reflections, and evidence demonstrating efforts to ensure representation, accessibility, and inclusivity within curriculum and assessment practices.

## Ongoing Professional Learning and Support

The principle of Ongoing Professional Learning and Support is primarily addressed through the Teacher Professional Goal and the Professional Portfolio and is reinforced through the observation process.

Teacher Professional Goals require educators to engage in reflective practice, identify areas for professional growth, implement improvement strategies, and analyze the impact of those efforts on student learning.

The Professional Portfolio provides educators opportunities to document professional learning experiences, collaboration with colleagues, implementation of new instructional practices, participation in professional development, leadership activities, and reflective analysis of professional growth.

Observation conferences further support this principle by providing educators with constructive feedback, opportunities for reflection, and collaborative discussions focused on continuous improvement.

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## Integration of the CR-S Framework and New York State Teaching Standards

The district utilizes the New York State Teaching Standards and associated rubric as the foundation of the STEPS evaluation system. The district recognizes the alignment between the Teaching Standards and the CR-S Framework as identified within the New York State Teaching Standards and CR-S Education Framework Crosswalk.

Evidence collected through classroom observations, Teacher Professional Goals, and Professional Portfolios is reviewed through both the lens of the Teaching Standards and the CR-S Framework principles. Evaluators are trained to consider how instructional practices, learning environments, curriculum decisions, assessment practices, professional collaboration, and family engagement reflect culturally responsive-sustaining practices while meeting the expectations of the Teaching Standards.

Because the district employs multiple measures across all seven Teaching Standards, educators are afforded numerous opportunities to demonstrate their implementation of CR-S principles through authentic professional practice rather than through a single isolated measure.

## Supporting Student-Centered Learning Environments

The district's STEPS evaluation process is designed to support educators in creating student-centered learning environments that align with the CR-S Framework.

Through goal setting, observations, professional reflection, portfolio development, feedback conferences, and ongoing professional learning opportunities, educators are encouraged to:

- Build inclusive and affirming classroom communities;
- Develop meaningful relationships with students and families;
- Design rigorous and engaging learning experiences;
- Utilize culturally responsive instructional and assessment practices;
- Reflect on student outcomes and instructional effectiveness;
- Promote student voice, agency, and belonging; and
- Engage in continuous professional growth.

The evaluation process emphasizes growth, reflection, and continuous improvement while fostering equitable and inclusive learning environments that support the success and well-being of every student.

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## PROFESSIONAL LEARNING AND GROWTH

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

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

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

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**Assurances**

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

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

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

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

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

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

**Goal Setting Process**

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

***Please select all that apply.***

☑ District leadership

☑ Building leadership

☑ Professional learning plan committee

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

***Please select all that apply.***

☑ Building level

☑ Content groups

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

***Please select all that apply.***

☑ Needs assessment

☑ Student outcome data

- ☑ Research literature
- ☑ Published education trends
- ☑ Colleague surveys/feedback
- ☑ Student surveys/feedback
- ☑ Parent/family surveys/feedback

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

***Please select all that apply.***

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

**Formal Support**

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

***Please select all that apply.***

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

**Assessing Impact**

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

***Please select all that apply.***

- ☑ General survey
- ☑ Informal/formal conversations
- ☑ Other: Information and feedback provided by our Professional Development Planning Committee which is made up of administrators, faculty, staff, and BOE members

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

***Please select all that apply.***

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

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

***Please select all that apply.***

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

**Support Plan**

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

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

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

Teacher Support Plan_Final.pdf

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## EVALUATOR TRAINING

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

**Training**

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

***Please select all that apply.***

- ☑ As a component district, training is conducted by, or in conjunction with, a BOCES
- ☑ As an LEA, we conduct our own training

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

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

**Inter-rater Reliability**

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

***Please select all that apply.***

- ☑ Data analysis to detect disparities on the part of the evaluators
- ☑ Periodic comparisons of an evaluator's assessment of the same classroom teacher
- ☑ Inter-rater reliability is addressed during annual training
- ☑ Periodic calibration meetings and/or trainings

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## TEACHER EVALUATION SCORING: ASSURANCES

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

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

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

☑ Assure that the selected measures for each NYS Teaching Standard will result in a level 1-4 rating for the applicable standard using a locally-determined process.

☑ Assure that, across an evaluation cycle, a level 1-4 rating will be assigned for each NYS Teaching Standard consistent with the LEA's expectations for teaching and learning in accordance with the Board of Regents Rules section 30-4.5

☑ Assure that ratings from all the NYS Teaching Standards will be combined to result in an overall rating of level 1-4 across the teacher's evaluation cycle.

☑ Assure that the final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

## TEACHER EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

| Which teachers does this information apply to? | **PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW** | HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED? | *If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.*<br>*(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).*<br>*(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.*<br>*(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.*<br>*If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.* |
|---|---|---|---|
| ☑ All teachers<br>☐ Teacher group 1<br>☐ Teacher group 2<br>☐ Teacher group 3 | ☑ All standards, I-VII | ☑ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged. | If the standard is scored by one measure, that score will be used. If multiple measures are used to evaluate the standard, those scores will be weighted equally and averaged using standard rounding rules. |

## TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

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| Which teachers does this information apply to? | HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?<br>*If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.* |
|---|---|
| ☑ All teachers<br>☐ Teacher group 1<br>☐ Teacher group 2<br>☐ Teacher group 3 | The district has elected to weight all seven New York State Teaching Standards equally. Once final ratings have been assigned to each standard, the ratings will be averaged to determine an overall educator rating. The resulting average will be rounded to the nearest whole number using standard mathematical rounding procedures to produce a final overall rating of:<br>• 4 – Exceeds Expectations<br>• 3 – Meets Expectations<br>• 2 – Partially Meets Expectations<br>• 1 – Significantly Below Expectations |

## TEACHER EVALUATION SCORING: TENURED TEACHERS

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

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

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## TENURED TEACHER EVALUATION SCHEDULE

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

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

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

***If subsets of tenured teachers are rated on different schedules:***

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

| | How often will applicable tenured teachers receive a rating for the indicated standard?<br>*If an applicable rating will be provided in multiple years, please select all that apply.* |
|---|---|
| Standard I: Knowledge of Students and Student Learning | ☑ Other: Standard I, as well as additional evidence related to Standards II through V, may be assessed through the Teacher Professional Goal (TPG) and Professional Portfolio processes and will likely be assessed annually through observation. The teacher and evaluator will collaboratively will ensure that Standard I is covered at least once during an evaluation cycle through observations, the Professional Portfolio, and/or the Teacher Professional Goal. |
| Standard II: Knowledge of Content and Instructional Planning | ☑ Annually |
| Standard III: Instructional Practice | ☑ Annually |
| Standard IV: Learning Environment | ☑ Annually |
| Standard V: Assessment for Student Learning | ☑ Annually |
| Standard VI: Professional Responsibilities and Collaboration | ☑ Other: This standard will be assessed through the Teacher Professional Goal (TPG) and Professional Portfolio processes. Teachers have flexibility in selecting the focus of their Teacher Professional Goal and the standards represented within their Professional Portfolio artifacts. As a result, this standard will be assessed through these measures at different points during the evaluation cycle. |
| Standard VII: Professional Growth | ☑ Other: This standard will be assessed through the Teacher Professional Goal (TPG) and Professional Portfolio processes. Teachers have flexibility in selecting the focus of their Teacher Professional Goal and the standards represented within their Professional Portfolio artifacts. As a result, this standard will be assessed through these measures at different points during the evaluation cycle. |
| Overall Rating | ☑ Year 3 of evaluation cycle |

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

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

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## PRINCIPAL EVALUATION: MEASURES

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

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

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

- ☑ Professional portfolios
- ☑ Goal setting and attainment

**Please use the table to below to indicate which of the above measure(s) will be used to evaluate each of the PSELs. The STEPS plan must utilize at least two different measures and must include school visits for all principals. Please ensure at least one standard is selected for "Principal school visits" in the table below.**

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

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Principal school visits | | ☑ 2 | | | ☑ 5 | ☑ 6 | ☑ 7 | ☑ 8 | | |
| Professional portfolios | ☑ 1 | ☑ 2 | ☑ 3 | ☑ 4 | ☑ 5 | ☑ 6 | ☑ 7 | ☑ 8 | ☑ 9 | ☑ 10 |
| Surveys and feedback | | | | | | | | | | |
| Goal setting and attainment | ☑ 1 | ☑ 2 | ☑ 3 | ☑ 4 | ☑ 5 | ☑ 6 | ☑ 7 | ☑ 8 | ☑ 9 | ☑ 10 |
| Principal project | | | | | | | | | | |
| Student outcome data | | | | | | | | | | |
| Student portfolios | | | | | | | | | | |
| Other LEA-developed measure | | | | | | | | | | |

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

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

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

PSEL Standards 2, 5, 6, 7, and 8 will be evaluated through School Visits and Leadership Observations. All principals will also complete both a Principal Professional Goal (PPG) and Leadership Portfolio. PSEL Standards 1, 3, 4, 9, and 10 must each be formally evaluated through the PPG and/or Leadership Portfolio, with principals having flexibility to identify the standard(s) aligned to each measure annually. The proposed alignment will be reviewed and approved by the superintendent/evaluator to ensure that Standards 1, 3, 4, 9, and 10 are appropriately addressed during the evaluation cycle. The PPG and Leadership Portfolio may also provide additional evidence and ratings for Standards 2, 5, 6, 7, and 8 when aligned to the principal's goal, leadership responsibilities, or submitted artifacts. The district requires all ten Professional Standards for Educational Leaders to receive at least one formal rating during the evaluation cycle. Principals and evaluators will monitor the standards assessed across measures to ensure this requirement is met by the conclusion of the cycle. School Visits and Leadership Observations may also provide relevant evidence for any PSEL Standard when observed during the normal course of the principal's leadership practice.

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## PRINCIPAL EVALUATION: RATIONALE

**Please complete the information in the table below for each applicable PSEL to describe the evaluation process.**

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

| | |
|---|---|
| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| Standard 1: Mission, Vision, and Core Values | Primary Measure(s): Principal Professional Goal (PPG) and Leadership Portfolio<br><br>The Principal Professional Goal (PPG) and Leadership Portfolio were selected as the primary measures for Standard 1 because this standard focuses on the development, communication, implementation, and monitoring of a shared mission, vision, and core values. These leadership responsibilities are most often demonstrated through strategic planning, school improvement initiatives, goal setting, stakeholder engagement, and sustained organizational efforts rather than through isolated observations. The PPG and Leadership Portfolio provide opportunities for principals to submit authentic evidence such as school improvement plans, strategic goals, implementation plans, stakeholder engagement activities, and reflective analyses that demonstrate leadership aligned to this standard.<br>These measures help identify principal strengths and opportunities for professional growth by documenting the extent to which the principal establishes a clear vision, aligns actions to organizational goals, engages stakeholders in the process, and monitors progress toward desired outcomes. Evidence collected through goal-setting, implementation, and reflection allows evaluators to identify effective leadership practices as well as areas requiring additional support or development.<br>The PPG and Leadership Portfolio provide valid, reliable, and actionable data because they are grounded in authentic leadership work, require evidence collected over time, and are evaluated using established performance criteria. The resulting data support ongoing professional development by informing coaching conversations, goal refinement, leadership learning opportunities, and continuous improvement planning. |
| Standard 2: Ethics and Professional Norms | Primary Measure(s): School Visits and Leadership Observations |

| | |
|---|---|
| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | Secondary Measures: Principal Professional Goal (PPG) and Leadership Portfolio<br><br>School Visits and Leadership Observations were selected as the primary measures for Standard 2 because ethical leadership, professionalism, integrity, communication, and professional conduct are demonstrated through daily interactions and leadership behaviors. Evaluators can directly observe how principals interact with students, staff, families, and community members and how they model professional norms, ethical decision-making, and leadership practices in authentic settings.<br>While observations provide the primary evidence for this standard, the Principal Professional Goal (PPG) and Leadership Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by providing direct evidence of the principal's professional conduct, decision-making processes, communication practices, and ability to foster trust and credibility within the school community. Observation feedback allows evaluators and principals to identify leadership behaviors that support ethical practice as well as areas where additional reflection or professional learning may be beneficial.<br>School Visits and Leadership Observations provide valid and reliable data because they are conducted using established observation protocols and performance criteria aligned to the standard. The evidence collected is actionable because it is based on observable behaviors and leadership practices that can be strengthened through targeted feedback, coaching, mentoring, and professional development. |
| Standard 3: Equity and Cultural Responsiveness | Primary Measure(s): Principal Professional Goal (PPG) and Leadership Portfolio<br><br>The Principal Professional Goal and Leadership Portfolio were selected as the primary measures for Standard 3 because equity-focused leadership is often demonstrated through systemic initiatives, action |

| | |
|---|---|
| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | plans, data analysis, student support programs, and continuous improvement efforts designed to improve equitable outcomes. These leadership actions are typically implemented and evaluated over time. The PPG and Leadership Portfolio allow principals to provide evidence of equity initiatives, culturally responsive practices, stakeholder engagement efforts, and actions taken to reduce barriers to student success.<br>These measures help identify strengths and opportunities for growth by documenting how effectively principals analyze equity-related data, implement responsive practices, engage diverse stakeholders, and monitor outcomes. The evidence provides insight into both successful strategies and areas where additional leadership development may be needed to advance equitable opportunities and outcomes.<br>The PPG and Leadership Portfolio provide valid, reliable, and actionable data because they require principals to demonstrate measurable actions and outcomes supported by artifacts and reflection. The resulting evidence supports professional development by helping principals identify priorities, evaluate the effectiveness of equity initiatives, and establish future goals for continuous improvement. |
| Standard 4: Curriculum, Instruction, and Assessment | ## Primary Measure(s): Principal Professional Goal (PPG) and Leadership Portfolio<br><br>The Principal Professional Goal and Leadership Portfolio were selected as the primary measures for Standard 4 because instructional leadership is often demonstrated through curriculum initiatives, professional learning plans, assessment systems, data analysis, and school improvement efforts that occur over time. These measures allow principals to provide evidence of their role in improving teaching and learning, supporting instructional effectiveness, and promoting student achievement through sustained leadership actions.<br>These measures help identify strengths and opportunities for growth by documenting how principals support instructional improvement, use data to inform decision-making, align resources to instructional priorities, and monitor the effectiveness of teaching and learning initiatives. Evidence collected through these measures highlights successful leadership practices while identifying areas where additional support or professional learning may be warranted.<br>The PPG and Leadership Portfolio provide valid, reliable, and actionable data because they include |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | multiple sources of evidence demonstrating instructional leadership over an extended period of time. The data support ongoing professional development by informing leadership coaching, instructional leadership planning, and future goal-setting efforts. |
| Standard 5: Community of Care and Support for Students | Primary Measure(s): School Visits and Leadership Observations<br><br>Secondary Measures: Principal Professional Goal (PPG) and Leadership Portfolio<br><br>School Visits and Leadership Observations were selected as the primary measures for Standard 5 because the development of a safe, supportive, inclusive, and student-centered school environment is most clearly demonstrated through observable leadership practices. Evaluators can collect evidence of school climate initiatives, student engagement, support systems, interactions with students, and leadership actions that contribute to a positive learning environment.<br>While observations provide the primary evidence for this standard, the Principal Professional Goal (PPG) and Leadership Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by providing direct evidence of how principals foster student well-being, promote inclusivity, respond to student needs, and create conditions that support learning and development. Observation feedback helps principals recognize effective practices and identify areas where additional attention or professional learning may strengthen student support systems.<br>School Visits and Leadership Observations provide valid and reliable data because they capture leadership behaviors in authentic school settings using established evaluation criteria. The evidence is actionable because it supports targeted feedback, reflective practice, and professional development focused on improving school climate and student support. |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| Standard 6: Professional Capacity of School Personnel | Primary Measure(s): School Visits and Leadership Observations<br><br>Secondary Measures: Principal Professional Goal (PPG) and Leadership Portfolio<br><br>School Visits and Leadership Observations were selected as the primary measures for Standard 6 because leadership efforts related to staff supervision, coaching, mentoring, professional development, and capacity building are frequently demonstrated through observable leadership interactions. Evaluators can observe faculty meetings, professional learning activities, coaching conversations, collaborative leadership structures, and other activities that demonstrate support for staff growth and development.<br>While observations provide the primary evidence for this standard, the Principal Professional Goal (PPG) and Leadership Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by providing evidence of how principals develop staff capacity, support professional learning, provide feedback, and cultivate leadership among school personnel. Observation data can reveal effective leadership practices as well as areas where additional development may enhance staff support and organizational effectiveness.<br>School Visits and Leadership Observations provide valid, reliable, and actionable data because they focus on observable leadership behaviors aligned to the standard and are evaluated using consistent criteria. The resulting feedback supports professional growth through coaching, leadership development planning, and targeted professional learning opportunities. |
| Standard 7: Professional Community for Teachers and Staff | Primary Measure(s): School Visits and Leadership Observations |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | Secondary Measures: Principal Professional Goal (PPG) and Leadership Portfolio<br><br>School Visits and Leadership Observations were selected as the primary measures for Standard 7 because collaboration, trust, communication, and shared leadership are demonstrated through the principal's daily interactions with faculty and staff. Evaluators can directly observe the principal's efforts to foster a positive professional culture, encourage collaboration, support collective responsibility, and build strong professional relationships.<br>While observations provide the primary evidence for this standard, the Principal Professional Goal (PPG) and Leadership Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by documenting how principals establish collaborative structures, facilitate communication, build trust, and promote shared leadership. Observation evidence provides meaningful insight into the principal's ability to cultivate a productive professional community and identifies areas where leadership practices may be strengthened.<br>School Visits and Leadership Observations provide valid and reliable data because they capture authentic leadership interactions and are aligned to clearly defined performance expectations. The evidence is actionable because it supports reflective practice, targeted feedback, and professional development focused on strengthening organizational culture and collaboration. |
| Standard 8: Meaningful Engagement of Families and Community | Primary Measure(s): School Visits and Leadership Observations<br><br>Secondary Measures: Principal Professional Goal (PPG) and Leadership Portfolio |

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|---|---|
| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | School Visits and Leadership Observations were selected as the primary measures for Standard 8 because family and community engagement are often demonstrated through communication, relationship building, stakeholder interactions, and community involvement. Evaluators can observe evidence of meaningful engagement through meetings, events, communication efforts, family outreach activities, and interactions with community partners.<br>While observations provide the primary evidence for this standard, the Principal Professional Goal (PPG) and Leadership Portfolio provide supporting evidence that may confirm, clarify, or expand upon instructional practices not directly observed. These secondary measures strengthen the holistic evaluation process by ensuring performance is considered across multiple sources of evidence collected throughout the evaluation cycle.<br>These measures help identify strengths and opportunities for growth by providing evidence of how principals build partnerships, communicate with stakeholders, respond to community needs, and foster meaningful engagement. Observation feedback helps identify effective engagement strategies as well as opportunities to strengthen relationships with families and community partners.<br>School Visits and Leadership Observations provide valid and reliable data because they capture leadership practices in authentic engagement settings and are evaluated using established criteria aligned to the standard. The resulting evidence is actionable and supports professional development focused on communication, partnership building, and stakeholder engagement. |
| Standard 9: Operations and Management | ## Primary Measure(s): Principal Professional Goal (PPG) and Leadership Portfolio<br><br>The Principal Professional Goal and Leadership Portfolio were selected as the primary measures for Standard 9 because operational leadership is most often demonstrated through planning, management systems, resource allocation, budgeting, scheduling, safety planning, compliance activities, and organizational effectiveness. These responsibilities are best evidenced through artifacts and documentation that illustrate the principal's leadership of complex organizational systems over time.<br>These measures help identify strengths and opportunities for growth by documenting how effectively principals manage resources, implement systems, ensure compliance, support safe learning |

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| | RATIONALE<br>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:<br>• How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards?<br>• In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement?<br>• If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard. |
| | environments, and align operational decisions with school priorities. The evidence allows evaluators to recognize effective management practices while identifying areas where additional leadership development may improve organizational effectiveness.<br>The PPG and Leadership Portfolio provide valid, reliable, and actionable data because they include authentic documentation of operational leadership responsibilities and outcomes. Evidence collected over time supports meaningful evaluation, informs professional growth planning, and helps principals strengthen systems that support teaching and learning. |
| Standard 10: School Improvement | ## Primary Measure(s): Principal Professional Goal (PPG) and Leadership Portfolio<br><br>The Principal Professional Goal and Leadership Portfolio were selected as the primary measures for Standard 10 because continuous improvement is inherently a long-term leadership process involving goal setting, implementation, monitoring, reflection, and adjustment. The PPG and Leadership Portfolio allow principals to provide evidence of school improvement initiatives, progress monitoring, data-informed decision-making, stakeholder engagement, and leadership actions designed to improve outcomes for students, staff, and the school community.<br>These measures help identify strengths and opportunities for growth by documenting the principal's ability to establish improvement goals, implement action plans, monitor progress, analyze results, and adjust strategies based on evidence. The process highlights successful leadership practices while identifying areas where additional support or professional learning may enhance improvement efforts.<br>The PPG and Leadership Portfolio provide valid, reliable, and actionable data because they require evidence of leadership actions and outcomes collected throughout the evaluation cycle. The resulting information supports ongoing professional development by informing future goals, leadership coaching, reflective practice, and continuous improvement planning. |

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## PROFESSIONAL PORTFOLIOS

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.**

---

**Professional Portfolio Description**

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

***Please select all that apply.***

☑ Other: Principals will have professional autonomy in selecting artifacts for inclusion in their Leadership Portfolio. Each submitted artifact must align to one or more Professional Standards for Educational Leaders (PSELs) and provide authentic evidence of leadership practice, strategic planning, instructional leadership, organizational effectiveness, stakeholder engagement, continuous improvement, or professional growth. While the district may provide examples of acceptable portfolio artifacts, including those identified by NYSED in this section, principals are not required to submit specific artifacts and may select evidence that most effectively demonstrates their performance within the applicable PSEL standard(s).

**Professional Portfolio Evaluation**

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

**Professional Portfolio Scoring**

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

**HOW ARE PORTFOLIOS SCORED?**

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

### How will the Leadership Portfolio be scored?

The Leadership Portfolio will be evaluated using the district's Professional Standards for Educational Leaders (PSEL)-aligned Leadership Portfolio Rubric. Each artifact submitted by a principal must be intentionally connected to one or more of the Professional Standards for Educational Leaders and will be reviewed for evidence of leadership practice aligned to the applicable standard(s).
To mirror the district's teacher evaluation process, principals may submit a maximum of three principal-selected artifacts that demonstrate leadership practice, school improvement efforts, professional growth, organizational effectiveness, or contributions to student success. Examples may include school improvement plans, staff development initiatives, data analysis documents, family and community engagement activities, operational plans, climate and culture initiatives, or other evidence aligned to one or more PSEL Standards. Portfolio artifacts may be aligned to multiple PSEL Standards when appropriate; however, principals must clearly identify the

standard(s) addressed by each submitted artifact.

For each applicable PSEL Standard represented within a portfolio artifact, the evaluator will assign a rating of:

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Significantly Below Expectations

Ratings will be based on the preponderance of evidence demonstrated within the artifact and the extent to which the evidence aligns to the indicators and expectations associated with the applicable Professional Standards for Educational Leaders.

When multiple portfolio artifacts provide evidence related to the same PSEL Standard, each instance of evidence will be scored independently. The resulting ratings will then be averaged to determine a single portfolio rating for that standard. Averages will be rounded to the nearest whole number using standard mathematical rounding procedures.

For principals participating in a multi-year evaluation cycle, annual portfolio scores will be maintained throughout the cycle. At the conclusion of the cycle, the portfolio rating for each applicable PSEL Standard will be calculated by averaging the annual portfolio scores associated with that standard across the cycle. The resulting average will be rounded to the nearest whole number using standard mathematical rounding procedures.

The portfolio score for a standard will represent only the evidence collected through Leadership Portfolio artifacts and will be considered alongside evidence obtained through School Visits and Leadership Observations, the Principal Professional Goal (PPG) when determining the final standard rating within the district's Principal STEPS evaluation system.

This approach ensures that:

- Multiple pieces of evidence may be considered for each applicable PSEL Standard;
- Ratings are based on demonstrated leadership practice rather than a single artifact;
- Scoring is consistent, transparent, and aligned to district expectations;
- Evidence from the Leadership Portfolio contributes meaningfully to identifying strengths, opportunities for growth, and overall performance within each applicable PSEL Standard.

Leadership Portfolio ratings are intended to reflect patterns of leadership practice demonstrated through submitted evidence rather than isolated examples of performance and are used to support professional reflection, continuous improvement, and ongoing leadership development.

The evaluation instrument for this measure consists of the district's performance rubric and the accompanying Evaluator Scoring Guide, which are used together by evaluators to determine performance ratings. The rubric establishes the performance expectations, while the Evaluator Scoring Guide provides supporting descriptors, evidence indicators, and scoring guidance to promote consistent and reliable application of the rubric across evaluators.

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

Principal Rubric_Final.pdf
Evaluator Scoring Guide for Principals_Final.pdf

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## GOAL SETTING AND ATTAINMENT

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

***Goal setting and attainment is a process for identifying goals in educational practice and measuring progress toward those goals.***

**Please complete the information below to describe the process related to the use of goal setting.**

---

**Goal Creation**

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

***Please select all that apply.***

**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**

| | WHO WILL SET GOALS FOR PRINCIPALS? *Please select all that apply.* | WHO WILL MONITOR GOAL PROGRESS? *Please select all that apply.* | WHO WILL EVALUATE GOAL ATTAINMENT? *Please select all that apply.* | HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED? |
|---|---|---|---|---|
| | ☑ Principal (self-determined) | ☑ Principal (self-monitoring)<br>☑ Supervisor<br>☑ Other: Director of Teaching and Learning and Director of Student Services will have responsibility to support and work with building principals regarding goal | ☑ Supervisor | 2x/academic year (mid-year and end of year review) |

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| | WHO WILL SET GOALS FOR PRINCIPALS? *Please select all that apply.* | WHO WILL MONITOR GOAL PROGRESS? *Please select all that apply.* | WHO WILL EVALUATE GOAL ATTAINMENT? *Please select all that apply.* | HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED? |
|---|---|---|---|---|
| | | attainment. | | |

**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.***

The Principal Professional Goal (PPG) will be evaluated using the district's Professional Standards for Educational Leaders (PSEL)-aligned Leadership Evaluation Rubric. Each goal must align to district priorities and at least one Professional Standard for Educational Leaders. Principals may elect to align their goal to multiple PSEL Standards when appropriate.

The PPG is intended to serve as a source of evidence demonstrating leadership growth, implementation of improvement strategies, reflective practice, continuous improvement efforts, and impact on school, staff, and student outcomes. Evidence collected through the PPG process may include the approved goal, benchmarks, implementation plans, progress monitoring data, artifacts, reflections, stakeholder feedback, and professional discussions.

At the conclusion of the goal cycle, the evaluator will review all evidence associated with the Principal Professional Goal and determine the extent to which the evidence demonstrates performance aligned to the identified Professional Standards for Educational Leaders. Using the district's approved PSEL-aligned Leadership Evaluation Rubric, the evaluator will assign a rating for each standard aligned to the goal:

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Significantly Below Expectations

Ratings will be assigned using a preponderance of evidence approach, whereby the evaluator determines the rating most consistently supported by the available evidence collected throughout the goal cycle. Evaluators will consider the quality, consistency, and frequency of evidence aligned to the applicable PSEL Standard(s). Ratings are not determined by goal attainment alone. Rather, evaluators will consider evidence of leadership practice, implementation, reflection, continuous improvement, and demonstrated alignment to the applicable PSEL Standard(s).

Once ratings have been assigned, the PPG rating for each identified standard will be incorporated into the standard-level scoring process. If a Principal Professional Goal aligns to multiple Professional Standards for Educational Leaders, a separate rating will be assigned for each applicable standard using the district's PSEL-aligned Leadership Evaluation Rubric.

When a standard is assessed through multiple Principal Professional Goals during a multi-year evaluation cycle, the ratings associated with that standard will be averaged and rounded to the nearest whole number using standard mathematical rounding procedures.

The Principal Professional Goal rating for a standard will represent only the evidence collected through the goal-setting process and will be considered alongside evidence obtained through School Visits and Leadership Observations, the Leadership Portfolio when determining the final rating for that standard.

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This approach ensures that:

- The Principal Professional Goal is fully aligned to the Professional Standards for Educational Leaders;
- A single PSEL-aligned rubric is used across all evaluation measures;
- Ratings reflect demonstrated leadership practice and professional growth rather than goal completion alone;
- Evidence collected through the PPG contributes meaningfully to standard-level ratings;
- Scoring is transparent, consistent, and aligned to district expectations.

The Principal Professional Goal process is intended to support reflection, continuous improvement, leadership development, and professional growth while providing authentic evidence of leadership performance within the applicable Professional Standards for Educational Leaders.

The evaluation instrument for this measure consists of the district's performance rubric and the accompanying Evaluator Scoring Guide, which are used together by evaluators to determine performance ratings. The rubric establishes the performance expectations, while the Evaluator Scoring Guide provides supporting descriptors, evidence indicators, and scoring guidance to promote consistent and reliable application of the rubric across evaluators.

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

Evaluator Scoring Guide for Principals_Final.pdf
Principal Rubric_Final.pdf

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## PRINCIPAL SCHOOL VISITS

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

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

**Please complete the information below to describe the process related to principal school visits.**

---

**School Visit Instrument**

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

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

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

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

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

Principal Evaluation Rubric_PSELs Aligned

Principal Rubric_Final.pdf

**School Visit Process**

| | WHO WILL CONDUCT SCHOOL VISITS?<br>*Please select all that apply.* | HOW MANY SCHOOL VISITS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE? | WHAT IS THE NATURE OF THE SCHOOL VISITS TO BE CONDUCTED?<br>• Formal school visits may include planned school visits and pre- and post-school visit activities.<br>• Informal school visits may include walk-throughs of building or activities.<br>*Please select all that apply.* | WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS?<br>*Please select all that apply.* |
|---|---|---|---|---|
| | ☑ Supervisor<br>☑ Independent evaluator: Administrator from principal's LEA, but outside the school/program | Probationary: Year 1: Three observations (1 formal and 2 informal). Years 2-4: | ☑ Formal, announced<br>☑ Informal, unannounced | ☑ In person |

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| | WHO WILL CONDUCT SCHOOL VISITS?<br>*Please select all that apply.* | HOW MANY SCHOOL VISITS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE? | WHAT IS THE NATURE OF THE SCHOOL VISITS TO BE CONDUCTED?<br>• Formal school visits may include planned school visits and pre- and post-school visit activities.<br>• Informal school visits may include walk-throughs of building or activities.<br>*Please select all that apply.* | WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS?<br>*Please select all that apply.* |
|---|---|---|---|---|
| | | Two observations (1 formal and 1 informal). Tenured: Three year evaluation cycle with 1 observation occuring each year (1 formal observation and 2 informal observations will occur over the evaluation cycle). | | |

**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.***

School Visits and Leadership Observations will be evaluated using the district's Professional Standards for Educational Leaders (PSEL)-aligned Leadership Observation Rubric. The rubric is designed to assess observable leadership practices and leadership effectiveness through evidence collected during school visits, leadership observations, meetings, professional interactions, and other leadership activities.

Examples of leadership observations may include classroom walkthroughs, faculty meetings, leadership team meetings, professional learning community facilitation, school improvement discussions, family engagement activities, and other leadership responsibilities that provide evidence of the principal's professional practice.

School Visits and Leadership Observations will focus primarily on the standards and indicators that are most appropriately demonstrated through observable leadership practice, including:

- Standard 2: Ethics and Professional Norms
- 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 the Community

School Visits and Leadership Observations may also provide supporting evidence related to other PSEL Standards when appropriate; however, those standards are primarily informed through the Principal Professional Goal (PPG) and Leadership Portfolio.

Each applicable PSEL Standard observed during a school visit or leadership observation will receive a rating using the district's approved Leadership Observation Rubric:

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Significantly Below Expectations

Ratings will be based on the preponderance of evidence collected during the leadership evidence collection process and documented through the district's leadership observation tools. Evaluators will utilize the district's PSEL-aligned observation rubric and evidence collection instruments to assess the extent to which leadership practices align with the expectations and indicators associated with the applicable Professional Standards for Educational Leaders.

For each school visit or leadership observation, evaluators will collect objective evidence, identify patterns of leadership practice, and assign ratings to the applicable standards based on the evidence observed. Ratings will reflect demonstrated leadership practice rather than isolated events or individual leadership activities.

Observation ratings are assigned using a preponderance of evidence approach, whereby the evaluator determines the rating most consistently supported by the available evidence collected during the leadership evidence collection process. Evaluators will consider the quality, consistency, and frequency of evidence aligned to the applicable PSEL Standard(s). Ratings are not determined through a checklist, point accumulation process, or a single observed event. Instead, evaluators will use professional judgment to identify the level of performance that best represents the principal's overall pattern of leadership practice within the standard being assessed.

When a standard is assessed during multiple school visits or leadership observations, each observation rating for that standard will be scored independently. The resulting ratings will then be averaged to determine a single observation score for that standard. Averages will be rounded to the nearest whole number using standard mathematical rounding procedures.

For principals participating in a multi-year evaluation cycle, annual observation scores will be maintained throughout the cycle. At the conclusion of the cycle, the observation rating for each applicable PSEL Standard will be calculated by averaging all observation scores associated with that standard across the cycle. The resulting average will be rounded to the nearest whole number using standard mathematical rounding procedures.

The score for a standard will represent only the evidence collected through School Visits and Leadership Observations and will be considered alongside evidence obtained through the Principal Professional Goal (PPG) and Leadership Portfolio when determining the final standard rating within the district's Principal STEPS evaluation system.

This approach ensures that:

- Multiple observations contribute to each applicable PSEL Standard rating;
- Ratings are based on patterns of leadership practice demonstrated over time rather than isolated events;
- Evidence is collected using a consistent, standards-aligned rubric and leadership evidence collection process;
- Scoring is transparent, reliable, and aligned to district expectations;
- Observation evidence contributes meaningfully to identifying strengths, opportunities for growth, and overall performance within each applicable PSEL Standard.

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School Visit and Leadership Observation ratings are intended to reflect sustained leadership practice and professional effectiveness demonstrated over time and are used to support reflection, continuous improvement, leadership development, and ongoing professional learning.

The evaluation instrument for this measure consists of the district's performance rubric and the accompanying Evaluator Scoring Guide, which are used together by evaluators to determine performance ratings. The rubric establishes the performance expectations, while the Evaluator Scoring Guide provides supporting descriptors, evidence indicators, and scoring guidance to promote consistent and reliable application of the rubric across evaluators.

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

Evaluator Scoring Guide for Principals_Final.pdf

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## CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

**Culturally Responsive-Sustaining Education (CRSE) and the Culturally Responsive-Sustaining Framework (the CR-S Framework)**

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

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

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

The Schodack Central School District Principal Evaluation and Professional Support Plan incorporates multiple measures that collectively support and assess leadership practices aligned with the New York State Culturally Responsive-Sustaining (CR-S) Education Framework. Through School Visits and Leadership Observations, the Principal Professional Goal (PPG) and the Leadership Portfolio, principals are provided opportunities to demonstrate leadership practices consistent with the four CR-S Framework Principles while simultaneously aligning with the Professional Standards for Educational Leaders (PSELs).

The district's evaluation process is designed not only to assess leadership effectiveness but also to promote continuous reflection, professional growth, and the development of student-centered learning environments that honor and sustain the diverse backgrounds, identities, experiences, languages, and strengths of all students.

## Welcoming and Affirming Environment

The principle of creating a Welcoming and Affirming Environment is primarily addressed through School Visits and Leadership Observations, the Principal Professional Goal (PPG) and the Leadership Portfolio.

During School Visits and Leadership Observations, evaluators collect evidence aligned to PSEL Standard 5 (Community of Care and Support for Students), 7 (Professional Community for Teachers and Staff), and 8 (Meaningful Engagement of Families and Community). Evidence may include school climate initiatives, student support systems, restorative practices, family engagement efforts, student voice opportunities, and leadership actions that foster belonging, safety, inclusivity, and positive school culture.

The Principal Professional Goal may focus on strengthening school climate, improving attendance, increasing student engagement, reducing barriers to student success, strengthening family partnerships, or implementing culturally responsive leadership practices.

The Leadership Portfolio may include evidence such as school climate surveys, attendance initiatives, family engagement plans, student support programs, equity-focused action plans, and communication systems that demonstrate the principal's efforts to establish affirming

and inclusive learning environments.

## High Expectations and Rigorous Instruction

The principle of High Expectations and Rigorous Instruction is primarily addressed through School Visits and Leadership Observations, the Principal Professional Goal, and the Leadership Portfolio.

Evidence collected through PSEL Standards 4 (Curriculum, Instruction, and Assessment), 6 (Professional Capacity of School Personnel), and 10 (Continuous School Improvement) may include instructional leadership activities, professional learning initiatives, data analysis, curriculum oversight, teacher support systems, and school improvement efforts designed to improve student outcomes.

Principal Professional Goals may focus on instructional leadership, achievement gaps, assessment practices, MTSS implementation, professional learning, curriculum development, or increasing equitable access to rigorous learning opportunities for all students.

Leadership Portfolio artifacts may include instructional improvement plans, professional development initiatives, curriculum alignment efforts, achievement data analyses, and evidence of actions taken to support rigorous and engaging instruction.

## Inclusive Curriculum and Assessment

The principle of Inclusive Curriculum and Assessment is addressed through School Visits and Leadership Observations, the Principal Professional Goal, and the Leadership Portfolio.

Evidence may include curriculum review processes, instructional leadership activities, assessment systems, data analysis practices, professional development efforts, and initiatives designed to ensure representation, accessibility, and equity within curriculum and assessment practices.

Principal Professional Goals may focus on improving instructional equity, strengthening assessment systems, increasing access to advanced learning opportunities, or implementing culturally responsive curriculum initiatives.

Leadership Portfolio artifacts may include curriculum review documents, instructional improvement plans, assessment analyses, equity reviews, professional learning plans, and evidence demonstrating efforts to ensure that curriculum and assessment practices support the success of all learners.

## Ongoing Professional Learning and Support

The principle of Ongoing Professional Learning and Support is primarily addressed through the Principal Professional Goal, Leadership Portfolio, School Visits and Leadership Observations.

The Principal Professional Goal requires principals to engage in self-reflection, identify areas for leadership growth, implement improvement strategies, monitor progress, and reflect upon the impact of their leadership practices.

The Leadership Portfolio provides opportunities for principals to document leadership development activities, professional learning experiences, coaching and mentoring efforts, implementation of new leadership practices, and participation in district and school improvement initiatives.

School Visits and Leadership Observations provide opportunities for feedback, reflection, coaching, and collaborative discussions focused on continuous leadership improvement and the development of professional capacity throughout the organization.

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## Supporting Student-Centered Learning Environments

The district's Principal STEPS evaluation process is designed to support leaders in creating and sustaining student-centered learning environments that align with the CR-S Framework.

Through leadership goal setting, school visits, observations, portfolio development, reflection, feedback conferences, professional interactions, and ongoing professional learning opportunities, principals are encouraged to:

- Foster inclusive, welcoming, and affirming school communities;
- Promote equitable access to rigorous learning opportunities;
- Support culturally responsive instructional and assessment practices;
- Develop meaningful partnerships with students, families, and communities;
- Build professional capacity among staff;
- Utilize data and evidence to inform continuous improvement efforts;
- Promote student voice, agency, belonging, and well-being; and
- Lead organizational systems that support equitable outcomes for all students.

The evaluation process emphasizes growth, reflection, continuous improvement, and leadership development while supporting principals in creating and sustaining equitable, inclusive, and student-centered learning environments consistent with the New York State Culturally Responsive-Sustaining Education Framework.

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## PROFESSIONAL LEARNING AND GROWTH

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

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

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

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**Assurances**

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

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

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

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

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

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

**Goal Setting Process**

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

***Please select all that apply.***

☑ District leadership

☑ Building leadership

☑ Self-identified

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

***Please select all that apply.***

☑ District level

☑ Building level

☑ Content groups

**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
- ☑ Parent/family surveys/feedback

**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

**Formal Support**

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

***Please select all that apply.***

- ☑ Cohort group meetings
- ☑ Supervisor meetings
- ☑ Professional learning through a BOCES
- ☑ Goal tracking forms/documents

**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

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

***Please select all that apply.***

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

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

***Please select all that apply.***

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☑ 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 create and review measurable improvements

**Support Plan**

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

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

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

Principal Support Plan_Final.pdf

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## EVALUATOR TRAINING

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

**Training**

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

***Please select all that apply.***

- ☑ As a component district, training is conducted by, or in conjunction with, a BOCES
- ☑ As an LEA, we conduct our own training

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

- ☑ Assure that the training course shall provide training on the following: the Professional Standards for Educational Leaders; school visit techniques; maintaining inter-rater reliability; the application and use of locally selected methodology, instruments, assessment tools, measures and scoring system to 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
- ☑ Inter-rater reliability is addressed during annual training
- ☑ Periodic calibration meetings and/or trainings

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## PRINCIPAL EVALUATION SCORING: ASSURANCES

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

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

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

☑ Assure that the selected measures for each Professional Standard for Educational Leaders will result in a level 1-4 rating for the applicable standard using a locally-determined process.

☑ Assure that, across an evaluation cycle, a level 1-4 rating will be assigned for each NYS Teaching Standard consistent with the LEA's expectations for leadership and learning in accordance with the Board of Regents Rules section 30-4.5

☑ Assure that ratings from all the Professional Standard for Educational Leaders will be combined to result in an overall rating of level 1-4 across the principal's evaluation cycle.

☑ Assure that the final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

## PRINCIPAL EVALUATION SCORING: FINAL STANDARD RATINGS

**Please complete the information below to describe the process for rating each Professional Standard for Educational Leaders.**

***Please note: For each standard, you will indicate principal applicability. The "Add Row" button should be used to enter additional rows where different groups of principals (as defined in Part 5) use different processes.***

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

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

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

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| Which principals does this information apply to? | **PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW** | **HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?** | *If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.*<br>*(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).*<br>*(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.*<br>*(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.*<br>*If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.* |
|---|---|---|---|
| ☑ All principals | ☑ All standards, 1-10 | ☑ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged. | (No Response) |

## PRINCIPAL EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

| Which principals does this information apply to? | HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?<br>*If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.* |
|---|---|
| ☑ All principals<br>☐ Principal group 1<br>☐ Principal group 2<br>☐ Principal group 3 | At the conclusion of the evaluation cycle, each of the ten Professional Standards for Educational Leaders (PSELs) will receive a final rating of:<br>• 4 – Exceeds Expectations<br>• 3 – Meets Expectations |

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| Which principals does this information apply to? | HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING?<br>*If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.* |
|---|---|
| | • 2 – Partially Meets Expectations<br>• 1 – Significantly Below Expectations<br>Each final standard rating will be determined using the district's approved Principal STEPS evaluation process and will reflect the combined evidence gathered through School Visits and Leadership Observations, the Principal Professional Goal (PPG) and the Leadership Portfolio aligned to the applicable standard.<br>The district believes that all ten Professional Standards for Educational Leaders represent essential components of effective school leadership. Because each standard contributes to a principal's overall effectiveness and ability to support student success, the district has elected to weight all ten PSEL Standards equally. This approach recognizes that leadership effectiveness is multifaceted and that no single leadership standard should be valued more heavily than another when evaluating overall performance.<br>Once final ratings have been assigned to each of the ten PSEL Standards, the ratings will be averaged to determine an overall principal rating.<br>The resulting average will be rounded to the nearest whole number using standard mathematical rounding procedures to produce a final overall rating of:<br>• 4 – Exceeds Expectations<br>• 3 – Meets Expectations<br>• 2 – Partially Meets Expectations<br>• 1 – Significantly Below Expectations |

## PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS

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

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

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## TENURED PRINCIPAL EVALUATION SCHEDULE

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

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

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

***If subsets of tenured principals are rated on different schedules:***

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

| | How often will applicable tenured principals receive a rating for the indicated standard?<br>*If an applicable rating will be provided in multiple years, please select all that apply.* |
|---|---|
| Standard 1: Mission, Vision, and Core Values | ☑ Other: This standard will be assessed through the Principal Professional Goal (PPG) and the Professional Portfolio processes, and may be assessed at different points during the evaluation cycle. The principal and evaluator will collaboratively ensure that the standard is covered at least once during the evaluation cycle through these measures. |
| Standard 2: Ethics and Professional Norms | ☑ Annually |
| Standard 3: Equity and Cultural Responsiveness | ☑ Other: This standard will be assessed through the Principal Professional Goal (PPG) and the Professional Portfolio processes, and may be assessed at different points during the evaluation cycle. The principal and evaluator will collaboratively ensure that the standard is covered at least once during the evaluation cycle through these measures. |
| Standard 4: Curriculum, Instruction, and Assessment | ☑ Other: This standard will be assessed through the Principal Professional Goal (PPG) and the Professional Portfolio processes, and may be assessed at different points during the evaluation cycle. The principal and evaluator will collaboratively ensure that the standard is covered at least once during the evaluation cycle through these measures. |
| Standard 5: Community of Care and Support for Students | ☑ Annually |
| Standard 6: Professional Capacity of School Personnel | ☑ Annually |
| Standard 7: Professional Community for Teachers and Staff | ☑ Annually |
| Standard 8: Meaningful Engagement of Families and Community | ☑ Annually |
| Standard 9: Operations and Management | ☑ Other: This standard will be assessed through the Principal Professional Goal (PPG) and the Professional Portfolio processes, and may be assessed at different points during the evaluation cycle. The principal and evaluator will collaboratively ensure that the standard is covered at least once during |

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| | |
|---|---|
| | How often will applicable tenured principals receive a rating for the indicated standard?<br>*If an applicable rating will be provided in multiple years, please select all that apply.* |
| | the evaluation cycle through these measures. |
| Standard 10: School Improvement | ☑ Other: This standard will be assessed through the Principal Professional Goal (PPG) and the Professional Portfolio processes, and may be assessed at different points during the evaluation cycle. The principal and evaluator will collaboratively ensure that the standard is covered at least once during the evaluation cycle through these measures. |
| Overall Rating | ☑ Year 3 of evaluation cycle |

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

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

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

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

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

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

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

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

## STEPS ASSURANCES

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

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

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

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

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

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

## APPEALS ASSURANCES

Education Law §3012-e does not require that an LEA provide or describe a process available to reviewed educators to appeal a rating received

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.

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## APPLICABILITY OF THE STEPS PLAN

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

☑ 2026-27

## JOINT CERTIFICATION OF THE STEPS PLAN

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

**Please obtain the required signatures, create a PDF file, and upload your joint certification of the STEPS plan using this linked STEPS Certification Form.**

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