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TEACHER STEPS PLAN DESIGN

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

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

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

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

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

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

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

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

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

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

TEACHER OBSERVATION

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

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TEACHER EVALUATION: MEASURES

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

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

- ☑ Professional portfolios
- ☑ Teacher project

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

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							
Teacher project	☑ I	☑ II	☑ III	☑ IV	☑ V	☑ VI	☑ VII
Student outcome data							
Student portfolios							
Other LEA-developed measure							

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

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

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

The district utilizes multiple measures to evaluate educator performance aligned to the New York State Teaching Standards. Teacher observation, conducted using the Danielson Framework for Teaching rubric, serves as the primary measure for evaluating Standards I-V (Knowledge of Students and Student Learning, Knowledge of Content and Instructional Planning, Instructional Practice, Learning Environment, and Assessment for Student Learning). Additional locally determined multiple measures, including the Professional Portfolio and Instructional Improvement Project, are used to evaluate Standards VI (Professional Responsibilities and Collaboration) and VII (Professional Growth). Evaluation cycles differ for probationary and tenured teachers. Probationary teachers are evaluated annually and complete two observations and one multiple measure within the same school year. In the fall, each probationary teacher selects the multiple measure they will complete that year (Professional Portfolio or Instructional Improvement Project). Tenured teachers are evaluated on a three-year cycle. In the first year of the cycle, teachers complete an observation. In the second year of the cycle, teachers select either an observation or a multiple measure (Professional Portfolio or Instructional Improvement Project). In the third year, teachers again select either an observation or a multiple measure, ensuring that across the three-year cycle each teacher completes two observations and one multiple measure. All teachers are evaluated using at least two measures, including observation, in accordance with Education Law 3012-e. Evidence collected through the applicable measures is used to determine a rating for each New York State Teaching

Standard, and these ratings are combined according to the district's scoring methodology to determine the educator's overall evaluation rating.

TEACHER EVALUATION: RATIONALE

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

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

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	**Measures:** Teacher Observation (primary); Portfolio or Project (optional) Standard I is primarily evaluated through the observation process because knowledge of students is most clearly demonstrated through differentiated instruction, culturally responsive practice, and instructional responsiveness observed in the classroom. The announced observation includes a pre-conference in which teachers describe how student identities, strengths, needs, and developmental characteristics inform planning and instructional decisions. Observation data are aligned to selected Danielson components and district-defined indicators, supporting reliability and consistency. The post-observation conference provides actionable feedback tied directly to student engagement and equitable access. Teachers may elect to address Standard I within a Professional Portfolio or Instructional Improvement Project when the focus of that measure aligns to learner variability or culturally responsive practice. Observation remains the primary method of evaluation for this standard. When this standard is evaluated in more than one year of the evaluation cycle or through more than one applicable measure, the final rating of 1–4 reflects the totality of aligned evidence collected. Evidence is considered holistically to determine a single final rating for the standard. Probationary teachers are evaluated annually. Tenured teachers are evaluated in Year 1 of the cycle and may also be evaluated in Years 2 or 3 if observation is selected. Findings related to Standard I inform district professional development priorities focused on culturally responsive-sustaining practices, differentiation, and inclusive instructional design. Patterns identified through observation data are used to guide faculty workshops, collaborative inquiry, and targeted support aligned to equitable access and student belonging.
Standard II: Knowledge of Content and Instructional	**Measures:** Teacher Observation (primary); Portfolio or Project (optional)

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Planning	Standard II is evaluated primarily through teacher observation because content knowledge and instructional planning are demonstrated through lesson design, questioning strategies, and alignment to essential standards. The pre-observation conference allows review of lesson plans and instructional coherence. Use of aligned rubric components and evaluator calibration procedures ensures reliability. Feedback supports refinement of instructional planning and curriculum alignment. Teachers may include this standard within a Portfolio or Project when the focus involves curriculum development or instructional design. Observation remains the primary measure for this standard. When this standard is evaluated in more than one year of the evaluation cycle or through more than one applicable measure, the final rating of 1–4 reflects the totality of aligned evidence collected. Evidence is considered holistically to determine a single final rating for the standard. Probationary teachers are evaluated annually. Tenured teachers are evaluated in Year 1 and may also be evaluated in Years 2 or 3 if observation is selected. Data collected under Standard II inform professional development related to curriculum alignment, essential standards development, and instructional coherence. District-level trends are used to refine curriculum work, vertical articulation, and standards-based instructional planning.
Standard III: Instructional Practice	**Measures:** Teacher Observation (primary); Portfolio or Project (optional) Standard III is most appropriately evaluated through direct observation, as instructional delivery, student engagement, and responsiveness are observable in real time. Post-observation conferences support reflective analysis of instructional effectiveness. Structured rubric alignment and district calibration procedures promote valid and reliable scoring. Feedback is actionable and supports continuous instructional improvement. Teachers may address this standard within a Project or Portfolio when the focus involves instructional innovation or implementation of new strategies. When this standard is evaluated in more than one year of the evaluation cycle or through more than one applicable measure, the final rating of 1–4 reflects the totality of aligned evidence collected. Evidence is considered holistically to determine a single final rating for the standard. Probationary teachers are evaluated annually. Tenured teachers are evaluated in Year 1 and may be evaluated in Years 2 or 3 if observation is selected. Evidence gathered for Standard III guides professional learning focused on instructional strategies,

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	student engagement, and responsive teaching practices. Observation trends inform district-wide professional learning priorities and building-level coaching initiatives.
Standard IV: Learning Environment	**Measures:** Teacher Observation (primary); Portfolio or Project (optional) Standard IV is evaluated primarily through observation because classroom culture, student relationships, and equitable learning environments are best assessed in context. Observations provide direct evidence of respectful interactions and inclusive practices. Aligned indicators and calibration processes support reliability. Feedback provides clear guidance for strengthening classroom climate and student engagement. Teachers may include this standard within a Portfolio or Project when the focus involves classroom systems, restorative practices, or climate initiatives. When this standard is evaluated in more than one year of the evaluation cycle or through more than one applicable measure, the final rating of 1–4 reflects the totality of aligned evidence collected. Evidence is considered holistically to determine a single final rating for the standard. Probationary teachers are evaluated annually. Tenured teachers are evaluated in Year 1 and may also be evaluated in Years 2 or 3 if observation is selected. Evaluation data related to Standard IV support professional learning initiatives centered on classroom climate, restorative practices, and inclusive learning environments. Identified needs may result in targeted professional development, peer collaboration, or building-level action planning.
Standard V: Assessment for Student Learning	**Measures:** Teacher Observation (primary); Portfolio or Project (optional) Standard V is evaluated through observation of formative assessment practices, feedback cycles, and instructional adjustments. The observation process allows evaluators to examine how assessment informs instruction and supports student growth. Evidence reviewed during conferences provides valid and actionable feedback regarding alignment to essential standards and assessment practices. Teachers may elect to focus on this standard within a Portfolio or Project when the emphasis is on assessment design or instructional feedback systems. When this standard is evaluated in more than one year of the evaluation cycle or through more than one applicable measure, the final rating of 1–4 reflects the totality of aligned evidence collected. Evidence is considered holistically to determine a single final rating for the standard.

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	Probationary teachers are evaluated annually. Tenured teachers are evaluated in Year 1 and may also be evaluated in Years 2 or 3 if observation is selected. Standard V findings inform district efforts related to assessment literacy, formative feedback practices, and standards-based grading implementation. Trends in this area are used to shape professional development around equitable grading and meaningful feedback cycles.
Standard VI: Professional Responsibilities and Collaboration	**Measures:** Professional Portfolio or Instructional Improvement Project (primary) Standard VI is evaluated through a Professional Portfolio or Instructional Improvement Project because professional collaboration, leadership, and contributions to the professional community extend beyond classroom observation. These measures allow teachers to document authentic professional engagement aligned to district priorities. Artifacts, reflective analysis, and evaluator conferences provide valid, reliable, and actionable evidence of professional responsibility and collaboration. When Standard VI is evaluated in more than one year of the evaluation cycle or through more than one applicable measure, the final rating of 1–4 reflects the totality of aligned evidence collected. Evidence is considered holistically to determine a single final rating for the standard. Tenured teachers must complete evaluation of Standard VI during Years 2 or 3 of the evaluation cycle. Probationary teachers are evaluated annually through their selected multiple measure. Evidence from Standard VI informs professional development related to collaborative structures, professional learning communities, and teacher leadership. Documentation of professional engagement supports identification of district-wide strengths and opportunities for strengthening collective efficacy.
Standard VII: Professional Growth	**Measures:** Professional Portfolio or Instructional Improvement Project (primary) Standard VII is evaluated through a Professional Portfolio or Instructional Improvement Project because professional growth is demonstrated through sustained implementation, reflection, and analysis of impact over time. These measures require teachers to identify a focus area, implement strategies, and reflect on outcomes. Structured reflection protocols and aligned scoring criteria ensure consistency and reliability. The process produces actionable feedback tied directly to professional learning. When Standard VII is evaluated in more than one year of the evaluation cycle or through more than one applicable measure, the final rating of 1–4 reflects the totality of aligned evidence collected. Evidence is

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	considered holistically to determine a single final rating for the standard. Tenured teachers must complete evaluation of Standard VII during Years 2 or 3 of the evaluation cycle. Probationary teachers are evaluated annually through their selected multiple measure. Findings from Standard VII directly inform individual and district professional learning planning. Reflection and project outcomes guide future learning goals, resource allocation, and alignment to district strategic priorities.

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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.

Professional Portfolio Description

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

Please select all that apply.

- ☑ Reflective writing
- ☑ Curriculum
- ☑ Student assessments and/or artifacts
- ☑ Data analysis
- ☑ Survey and/or evaluation responses
- ☑ Professional learning activities
- ☑ Stakeholder communications
- ☑ Evidence of collaboration with other educators/student support personnel
- ☑ Academic/professional presentations
- ☑ Volunteer activities/community involvement

Professional Portfolio Evaluation

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

Professional Portfolio Scoring

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

HOW ARE PORTFOLIOS SCORED?

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

Professional Portfolio Process

At the beginning of the evaluation year, the teacher and evaluator will meet to review the Professional Portfolio process. During this meeting:

• The required focus on Standard VI (Professional Responsibilities and Collaboration) and Standard VII (Professional Growth) will be confirmed.

• Any additional standards from Standards I–V that the teacher elects to address through the portfolio will be identified.

• Expectations for portfolio contents, format, and submission timelines will be clarified.

A midpoint check-in will occur during the evaluation year to review progress, discuss alignment of artifacts to the selected standards, and provide formative feedback. The midpoint meeting is developmental in nature and does not result in a final rating.

The completed portfolio will be submitted by a district-established deadline prior to the end of the school year.

The portfolio may include artifacts and written reflections demonstrating:

• Alignment to the selected teaching standards

• Evidence of professional growth and collaboration

• Impact on instructional practice and student learning

• Reflection on future areas for professional learning

Portfolio Evaluation and Scoring

The Professional Portfolio provides evidence aligned to the New York State Teaching Standards.

The portfolio itself does not receive a single overall score. Instead, evaluators assign ratings at the individual standard level using the district's 1–4 performance scale, aligned to the Danielson Framework for Teaching (2011) performance descriptors.

Standards VI (Professional Responsibilities and Collaboration) and Standard VII (Professional Growth) are required components of the Professional Portfolio. Teachers may also elect to address additional standards from Standards I–V through the portfolio.

Artifacts included in the portfolio serve as evidence of professional practice and are not scored individually. Evaluators review the totality of evidence, including artifacts and reflections, to determine a standard score for each teaching standard addressed through the portfolio, aligned to the applicable Danielson components.

Each selected standard will receive a single standard score on a 1–4 scale based on this review.

When a teacher elects to address an additional standard (Standards I–V) through the Professional Portfolio, the resulting standard score will serve as an additional measure and will be combined with the observation measure score for that standard using a weighted approach:

- 80% observation measure
- 20% multiple-measure score

Standards not addressed through the portfolio will be evaluated through other applicable measures identified in the district's evaluation plan.

This scoring methodology applies to both probationary and tenured teachers.

Alignment of Teaching Standards to Danielson Components

Portfolio evidence will be evaluated using components of the Danielson Framework for Teaching (2011) aligned to the New York State Teaching Standards.

A Danielson component may support more than one teaching standard depending on the context of the evidence and the professional

practice being demonstrated.

NYS Teaching Standard	Aligned Danielson Components
Standard I – Knowledge of Students and Student Learning	1b Demonstrating Knowledge of Students; 3e Demonstrating Flexibility and Responsiveness
Standard II – Knowledge of Content and Instructional Planning	1a Demonstrating Knowledge of Content and Pedagogy; 1c Setting Instructional Outcomes; 1e Designing Coherent Instruction
Standard III – Instructional Practice	3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3c Engaging Students in Learning
Standard IV – Learning Environment	2a Creating an Environment of Respect and Rapport; 2b Establishing a Culture for Learning; 2d Managing Student Behavior
Standard V – Assessment for Student Learning	1f Designing Student Assessments; 3d Using Assessment in Instruction
Standard VI – Professional Responsibilities and Collaboration	4a Reflecting on Teaching; 4d Participating in a Professional Community; 4c Communicating with Families
Standard VII – Professional Growth	4a Reflecting on Teaching; 4e Growing and Developing Professionally

Evaluators will use the aligned Danielson components and associated performance descriptors to determine the level of performance demonstrated for each teaching standard addressed in the portfolio.

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TEACHER PROJECT

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

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

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

Please complete the information below to describe the process related to the use of teacher projects.

Project Description

WHAT IS THE NATURE OF THE TEACHER PROJECT?

Please select all that apply.

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

PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE TEACHER PROJECT.

This description should include, but not be limited to:

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

Project Selection and Approval

The Instructional Improvement Project is selected by the teacher in consultation with the evaluator at the beginning of the evaluation year. The project must:

- Align to Standard VI – Professional Responsibilities and Collaboration
- Align to Standard VII – Professional Growth
- Identify a clearly defined area for instructional improvement or professional growth
- Align to district priorities and the New York State Teaching Standards
- Identify anticipated indicators of impact

The evaluator must approve the project focus prior to implementation to ensure clarity of expectations and alignment to the selected standards.

Teachers may elect to address one or more additional Standards (I–V) when the project focus aligns to those standards. Classroom observation remains the primary method of evaluation for Standards I–V.

Nature of Activities

As part of completing the project, the teacher will:

- Identify an instructional need or professional growth focus
- Implement changes in instructional practice, curriculum, assessment, or professional collaboration
- Engage in professional collaboration, as appropriate
- Collect relevant evidence of implementation and impact
- Analyze outcomes and reflect on instructional practice and professional learning
- Share findings with colleagues, as appropriate

Projects may include, but are not limited to:

- Curriculum development or redesign
- Assessment system development
- Research-based instructional innovation
- Implementation of new pedagogical strategies
- Standards-based grading implementation
- Cross-disciplinary or collaborative instructional initiatives

Collaborative Projects

Instructional Improvement Projects may be completed individually or collaboratively.

When a project is completed collaboratively:

- Each participating teacher must clearly identify their individual role and contributions.
- Each teacher must submit an individual reflective analysis describing their professional growth and instructional impact.
- The evaluator will assign ratings individually based on each teacher's documented evidence and reflection.

Collaborative participation does not result in a shared rating. Each teacher receives an individual 1–4 rating for each applicable standard.

Content That Will Be Scored

The evaluator will determine a final 1–4 rating for each applicable New York State Teaching Standard based on the totality of aligned project evidence.

Artifacts submitted as part of the project serve as evidence of professional practice and are not scored individually. Evaluators review the totality of the evidence, including artifacts and accompanying reflections, to determine the educator's level of performance for each applicable standard.

Evidence submitted through the project must demonstrate professional practice aligned to the Danielson Framework for Teaching (2011) components associated with each New York State Teaching Standard. Evaluators will review the totality of the submitted evidence aligned to these components to determine the educator's level of performance for the applicable teaching standard.

Evidence considered may include:

- Alignment of the project to Standards VI and VII
- Evidence of implementation

- Evidence of professional collaboration and engagement
- Analysis of impact on instructional practice
- Reflective analysis demonstrating professional growth

If additional Standards (I–V) are selected, the evaluator will also consider evidence aligned to those standards.

Projects must include evidence of implementation and analysis of impact. Evidence of impact may include qualitative or quantitative indicators such as:

- Student work samples
- Assessment results
- Feedback
- Reflection
- Peer collaboration outcomes
- Other relevant artifacts

Formal research or data collection models are not required; however, the project must demonstrate thoughtful analysis of instructional practice and professional growth.

Additional details about the teacher project may be uploaded below.

(No Response)

Project Evaluation

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

Project Scoring

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

HOW ARE TEACHER PROJECTS SCORED?

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

Scoring

The information below describes how the Instructional Improvement Project is used to determine a standard score for each applicable New York State Teaching Standard. How these standard scores contribute to the overall rating is described in Part 4.

How Teacher Projects Are Scored

Instructional Improvement Project evidence is reviewed to determine the educator's level of performance for each applicable New York State Teaching Standard. Evidence submitted through the project must demonstrate professional practice aligned to the Danielson Framework for Teaching (2011) components associated with each standard.

Artifacts and documentation submitted as part of the Instructional Improvement Project serve as evidence of professional practice and

are not scored individually. Evaluators review the totality of the evidence, including submitted artifacts and reflective analysis, to determine a standard score for each applicable teaching standard, aligned to the applicable Danielson components.

Each applicable standard addressed through the project will receive a single standard score on the district's 1–4 performance scale, aligned to the Danielson Framework for Teaching (2011) performance descriptors.

When a teacher elects to address an additional standard within Standards I–V through the Instructional Improvement Project, the resulting standard score will be combined with the observation measure score for that standard using a weighted approach:

- **80% observation measure**
- **20% multiple-measure score**

If no additional Standards I–V are addressed through the Instructional Improvement Project, the observation measure serves as **100% of the score** for those standards.

Standards not addressed through the Instructional Improvement Project will be evaluated through other applicable measures identified in the district's evaluation plan.

Alignment of Teaching Standards to Danielson Components

Instructional Improvement Project evidence will be aligned to components of the Danielson Framework for Teaching (2011) associated with the New York State Teaching Standards. The following components may inform the evaluation of evidence for each standard.

NYS Teaching Standard	Aligned Danielson Components
Standard I – Knowledge of Students and Student Learning	1b Demonstrating Knowledge of Students; 3e Demonstrating Flexibility and Responsiveness
Standard II – Knowledge of Content and Instructional Planning	1a Demonstrating Knowledge of Content and Pedagogy; 1c Setting Instructional Outcomes; 1e Designing Coherent Instruction
Standard III – Instructional Practice	3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3c Engaging Students in Learning
Standard IV – Learning Environment	2a Creating an Environment of Respect and Rapport; 2b Establishing a Culture for Learning; 2d Managing Student Behavior
Standard V – Assessment for Student Learning	1f Designing Student Assessments; 3d Using Assessment in Instruction
Standard VI – Professional Responsibilities and Collaboration	4c Communicating with Families; 4d Participating in a Professional Community; 4a Reflecting on Teaching
Standard VII – Professional Growth	4a Reflecting on Teaching; 4e Growing and Developing Professionally

Evaluators will reference the aligned Danielson components and associated performance descriptors when determining the level of performance demonstrated for each teaching standard addressed in the Instructional Improvement Project.

Instructional Improvement Projects are not scored as individual artifacts or activities. Rather, submitted evidence informs the evaluator's determination of the teacher's level of performance for each applicable teaching standard.

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TEACHER OBSERVATION

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

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

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

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

Danielson's Framework for Teaching (2011 Edition)

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? *Please select all that apply.*	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • Formal observations may include classroom observations and pre- and post-observation activities. • Informal observations may include walk-through observations. *Please select all that apply.*	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? *Please select all that apply.*
	☑ Supervisor ☑ Administrator	2	☑ Formal, announced ☑ Formal, unannounced	☑ In person

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

Observation Scoring

Teacher observations use components of the Danielson Framework for Teaching (2011) aligned to the New York State Teaching Standards.

During each observation, evaluators collect evidence aligned to identified Danielson components associated with New York State Teaching Standards I–V. Only components for which sufficient evidence is observed are scored. Components not observed in one observed in one observation will be observed in the second observation to ensure that all components and standards are scored.

The following Danielson components may provide evidence for each applicable teaching standard during classroom observations.

NYS Teaching Standard	Aligned Danielson Components

Standard I – Knowledge of Students and Student Learning	1b Demonstrating Knowledge of Students; 3e Demonstrating Flexibility and Responsiveness
Standard II – Knowledge of Content and Instructional Planning	1a Demonstrating Knowledge of Content and Pedagogy; 1c Setting Instructional Outcomes; 1e Designing Coherent Instruction
Standard III – Instructional Practice	3a Communicating with Students; 3b Using Questioning and Discussion Techniques; 3c Engaging Students in Learning
Standard IV – Learning Environment	2a Creating an Environment of Respect and Rapport; 2b Establishing a Culture for Learning; 2d Managing Student Behavior
Standard V – Assessment for Student Learning	1f Designing Student Assessments; 3d Using Assessment in Instruction

Each observed component is assigned a performance level of 1–4 based on district-aligned indicators consistent with the Danielson Framework for Teaching:

Level 1 – Performance significantly below district expectations

Level 2 – Performance partially meeting district expectations

Level 3 – Performance meeting district expectations

Level 4 – Performance exceeding district expectations

Following each observation, component ratings aligned to each standard are combined using a mathematical scoring approach. For each standard (Standards I–V), the ratings for all applicable components are combined using a numerical mean (average) to determine the standard score for that observation.

Because teachers receive multiple observations during the evaluation cycle, each observation results in a standard score for each of Standards I–V. When a second observation is conducted, it is scored in the same manner as the first observation. The corresponding standard scores from both observations are then combined using a numerical mean (average) to determine the observation measure score for each standard.

For teachers whose evaluation of Standards I–V is based solely on the observation measure, the observation measure score will serve as the final score (100%) for each standard.

For teachers who select one or more Standards I–V to be evaluated through an additional multiple-measure pathway, the observation measure score will be combined with the multiple-measure score as described below.

The resulting observation measure scores for Standards I–V are used to determine final standard scores based on the selected evaluation pathway, including observation-only or combined observation and multiple-measure scoring, as described in Part 4: Determining the Final Evaluation Rating.

Evaluators are trained in the use of the Danielson Framework for Teaching (2011) and participate in calibration practices to promote consistency and reliability in scoring.

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.**

Lansing Central School District integrates the Culturally Responsive-Sustaining (CR-S) Framework into all evaluation measures within the STEPS Plan. The principles of the CR-S Framework are embedded within observation criteria, portfolio and project requirements, and professional development alignment. Evidence collected through each measure reflects alignment to both the New York State Teaching Standards and the CR-S Framework.

1. Welcoming and Affirming Environment

Measures Addressing This Principle:

- Teacher Observation (primary)
- Professional Portfolio (when aligned)
- Instructional Improvement Project (when aligned)

Through classroom observations, evaluators collect evidence aligned to Standards I and IV, including instructional responsiveness, student engagement, classroom culture, and equitable participation. Observed components reflect culturally responsive practices such as affirming student identities, fostering belonging, and promoting inclusive classroom norms.

Portfolios and projects may include evidence of culturally responsive classroom practices, restorative approaches, family engagement, or initiatives that strengthen inclusive learning environments.

2. High Expectations and Rigorous Instruction

Measures Addressing This Principle:

- Teacher Observation (primary)

- Instructional Improvement Project
- Professional Portfolio (when aligned)

Standards II and III, evaluated primarily through observation, reflect high expectations and rigorous instructional practices aligned to essential standards. Evaluators collect evidence of instructional design, questioning techniques, academic discourse, and responsiveness to student learning needs.

Projects may demonstrate rigorous curriculum redesign, standards-based grading implementation, or instructional innovation that promotes equitable access to high-level learning experiences.

3. Inclusive Curriculum and Assessment

Measures Addressing This Principle:

- Teacher Observation
- Instructional Improvement Project
- Professional Portfolio

Standard V (Assessment for Student Learning) and Standard II (Instructional Planning) reflect inclusive curriculum and assessment practices. Observation evidence includes alignment to essential standards, formative assessment practices, and responsiveness to diverse learners.

Projects and portfolios may document curriculum revision, assessment redesign, culturally responsive instructional materials, and inclusive grading practices that support equitable student outcomes.

4. Ongoing Professional Learning and Support

Measures Addressing This Principle:

- Professional Portfolio (primary)
- Instructional Improvement Project (primary)
- Observation (feedback component)

Standards VI (Professional Responsibilities and Collaboration) and VII (Professional Growth) are evaluated through the Professional Portfolio or Instructional Improvement Project. These measures require reflection, collaboration, and documented professional growth aligned to district priorities, including culturally responsive-sustaining practices.

Observation post-conferences provide actionable feedback aligned to CR-S principles and support educators in strengthening culturally responsive practice.

Integration of CR-S Framework with NYS Teaching Standards

The district aligns the CR-S Framework to the New York State Teaching Standards using the NYS Teaching Standards and CR-S Education Framework Crosswalk. Evaluators are trained to recognize how CR-S principles are embedded within standards-based practice, particularly within:

- Standard I – Knowledge of Students
- Standard II – Instructional Planning

- Standard IV – Learning Environment
- Standard V – Assessment
- Standard VI – Collaboration
- Standard VII – Professional Growth

CR-S principles are not evaluated as a separate measure; rather, they are integrated into evidence collected for each applicable standard.

Ensuring Alignment to Student-Centered Learning Environments

The district ensures that the evaluation process supports culturally responsive-sustaining practice through:

- Alignment of observation indicators to CR-S principles
- Required reflection within Portfolio and Project measures
- Evaluator training and calibration
- Feedback conversations focused on equitable access and belonging
- Professional development informed by evaluation trends

Through this integrated approach, the STEPS evaluation process promotes student-centered learning environments that affirm student identities, uphold high expectations, and support equitable academic outcomes.

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

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

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

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

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

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

☑ District leadership

☑ Building leadership

☑ Supervisor

☑ Professional learning community (PLC)

☑ Self-identified

☑ Professional learning plan committee

At what level are professional learning goals organized?

Please select all that apply.

☑ Building level

☑ Grade level

☑ Content groups

What will provide the basis for professional learning goals?

Please select all that apply.

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

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

Please select all that apply.

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

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

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

Assessing Impact

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

Please select all that apply.

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

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

Please select all that apply.

- ☑ Formal or informal observations of new learning being implemented
- ☑ Student learning outcomes

☑ Changes in performance ratings on teaching standards

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

Please select all that apply.

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

☑ LEA will create and review measurable improvements

Support Plan

Please read the assurance below and check the box.

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

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

Lansing_STEPS_PPSP.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.

- ☑ 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.

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Which teachers does this information apply to?	**PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW**	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	*If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.* *(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).* *(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.* *(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.* *If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.*
☑ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☑ Standard I ☑ Standard II ☑ Standard III ☑ Standard IV ☑ Standard V	☑ (D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/upload of these weights in the next column or below].	Each New York State Teaching Standard receives a final rating on a 1–4 scale based on the applicable evaluation measures used during the evaluation period. All measures used within the evaluation system are scored on a 1–4 scale aligned to the Danielson Framework for Teaching. When more than one measure is used to evaluate a standard, the resulting standard scores are combined using defined weighting. For Standards I–V, ratings are derived from the observation measure and, when applicable, an additional multiple-measure pathway (Professional Portfolio or Instructional Improvement Project). When a standard is evaluated through the observation measure only, the observation measure score serves as the final score (100%) for that standard. When a standard is evaluated through both the observation measure and a multiple-measure pathway, the final score for that standard is calculated using a weighted approach: • 80% observation measure • 20% multiple-measure score All final standard scores are reported on a 1–4 scale. When calculations result in a decimal value, standard rounding procedures are applied to determine the final standard rating. These final standard ratings are then used to calculate the overall rating as described below.

Which teachers does this information apply to?	**PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW**	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	*If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table.* *(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).* *(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.* *(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.* *If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.*
			Overall Rating Calculation Each standard rating is multiplied by its assigned weighting. The weighted values are summed to produce an overall rating on a 1.0–4.0 scale, rounded to the nearest tenth.
☑ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	☑ Standard VI ☑ Standard VII	☑ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)

TEACHER EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

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Which teachers does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? *If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.*
☑ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	

Combination of Final Standard Ratings to Determine Overall Rating

The overall rating calculated using the below standard weights will be calculated. If an overall rating is not a whole number the range chart below will be used to convert to a whole number.

Standard Weights for Overall Rating

Standard	Weight
Standard I – Knowledge of Students and Student Learning	15%
Standard II – Knowledge of Content and Instructional Planning	10%
Standard III – Instructional Practice	20%
Standard IV – Learning Environment	20%
Standard V – Assessment for Student Learning	15%
Standard VI – Professional Responsibilities and Collaboration	10%
Standard VII – Professional Growth	10%
Total	100%

Conversion to Overall Rating

Weighted Overall Score (Rounded to Nearest Tenth)	Overall Rating
3.5 – 4.0	Level 4 – Exceeds Expectations
2.5 – 3.4	Level 3 – Meets Expectations
1.5 – 2.4	Level 2 – Partially Meets Expectations
1.0 – 1.4	Level 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? *If an applicable rating will be provided in multiple years, please select all that apply.*
Standard I: Knowledge of Students and Student Learning	
Standard II: Knowledge of Content and Instructional Planning	
Standard III: Instructional Practice	
Standard IV: Learning Environment	
Standard V: Assessment for Student Learning	
Standard VI: Professional Responsibilities and Collaboration	
Standard VII: Professional Growth	
Overall Rating	☑ 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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NYS STANDARDS-BASED EDUCATOR EVALUATION AND PROFESSIONAL SUPPORT SYSTEM FOR TEACHERS

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

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

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

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

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

STEPS ASSURANCES FOR TEACHERS

Please read the assurances below and check each box.

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

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

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

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

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

TEACHER APPEALS ASSURANCES

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

Please read the assurances below and check each box.

☑ Assure that teachers have an opportunity to provide written comment on their STEPS plan ratings.

☑ Assure that, if applicable, any collectively bargained appeal procedures are consistent with Education Law Section 3012-e and Subpart 30-4 of the Rules of the Board of Regents.

DATA ASSURANCES

Please read the assurances below and check each box.

☑ Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.

☑ Assure that the LEA provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.

☑ Assure that final standard and overall ratings, as applicable, for each classroom teacher will be reported to SED for each NYS Teaching and Leadership Standard, as well as the overall rating, as per SED requirements.

☑ Assure that procedures for ensuring data accuracy and integrity are being utilized.

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APPLICABILITY OF THE TEACHER STEPS PLAN

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

☑ 2025-26

JOINT CERTIFICATION OF THE TEACHER STEPS PLAN

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

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

Teacher STEPS Assurances Form - Lansing Central Schools.pdf