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TEACHER STEPS PLAN DESIGN

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

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

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

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

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

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

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

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

TEACHER MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER MEASURES

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

TEACHER OBSERVATION

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

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TEACHER GROUP 1

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

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

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

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

TEACHER GROUP 1: MEASURES

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

☑ Professional portfolios

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

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

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

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

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

☑ No, all teachers use the same designated measures for each standard.

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TEACHER GROUP 1: RATIONALE

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

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

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching for Standard I. The lesson plan and delivery will indicate if the teacher has good knowledge of the developmental characteristics of their students and are able to tailor their lessons based on strengths and weaknesses. This also provides the opportunity to evaluate a teacher's communication techniques and proper use of technology that is understandable for students at their level. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the

	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.
	design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard II: Knowledge of Content and Instructional Planning	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching for Standard II. The observer can look for good use of physical space and checks for understanding from the students. There are also opportunities to see a teacher's use of prior knowledge, the modeling of good communication and the ability to self-direct their learning. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard III: Instructional Practice	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the

	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.
	Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching and Instructional Practice for Standard III. The observer can look for alignment between standards and teaching practices. They can also see how the teacher ensures differentiation, collaboration amongst students, good pacing and various ways to show proficiency. There are also opportunities to see the use of formative and sometimes summative assessments. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard IV: Learning Environment	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection.

	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.
	Observations provide the evaluator with many opportunities to see indicators of effective teaching and a well planned and run learning environment for Standard IV. The observer can evaluate safety considerations and compliance. They may also see the use of groupings and effective use of other support personnel. They will look for indicators that the students are benefiting instructionally from the teachers choices in establishing a strong learning environment. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard V: Assessment for Student Learning	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching and proper use of assessment for student learning as detailed in Standard V. The observer will look for the use of assessments throughout the lesson. They may also see the students are prepared for assessments and receive appropriate instructions. The is also the opportunity to see how the

	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.
	teacher analyzes and uses data from assessments. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard VI: Professional Responsibilities and Collaboration	The Professional Portfolio process enables teachers to curate and present targeted artifacts that reflect their practice in the areas of professional responsibilities and collaboration, allowing both the teacher and evaluator to clearly identify individual strengths as well as opportunities for growth. Through a structured and reflective summative review, the portfolio fosters meaningful dialogue and specific feedback on how effectively a teacher engages with colleagues, contributes to the school community, and fulfills professional expectations. Ongoing training for both evaluators and educators, along with consistent calibration using the Danielson Framework for Teaching (2013) rubric aligned to NYSED standards, ensures that the evaluation process is applied with fidelity and consistency. As a result, portfolios generate valid, reliable, and actionable data that can be used to support continuous improvement. The evidence collected and scored through this process provides a clear basis for individualized feedback, helping teachers refine their practice and target specific areas for development. At the same time, aggregated data allows the district to identify broader trends and needs related to professional responsibilities and collaboration. This information directly informs the

	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.
	design of ongoing professional development, ensuring that both individual and district-level learning opportunities are purposeful, standards-based, and responsive to identified needs over time. Professional Portfolios will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Standard 4, components 4A, 4B, 4C, 4D & 4F on the Danielson's Rubric align with Standard 6 of the NYSED Standards.
Standard VII: Professional Growth	The Professional Portfolio process enables teachers to curate and present targeted artifacts that demonstrate their engagement in professional growth, such as participation in professional learning, application of new strategies, reflection on practice, and contributions to the broader learning community. Through a structured and reflective summative review, both the teacher and evaluator are able to identify specific strengths—such as a commitment to continuous learning or effective implementation of new practices—as well as meaningful opportunities for further growth. The use of a district-selected rubric aligned to professional standards, along with training for both evaluators and educators, ensures a shared understanding of expectations and clear criteria for assessing professional growth. Portfolios also generate valid, reliable, and actionable data that supports ongoing professional development and continuous improvement. Ongoing calibration among evaluators promotes consistency and reliability in scoring, while alignment to established standards ensures the validity of the evidence collected. The resulting data provides specific, evidence-based feedback that teachers can use to refine their professional learning goals and improve their practice. In addition, aggregated portfolio data allows the district to identify broader trends and needs related to professional growth, informing the design of targeted, standards-based professional development. This ensures that both individual and district-level learning efforts are purposeful, data-driven, and responsive to evolving needs over time. Professional Portfolios will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Standard 4, components 4A & 4E on the Danielson's Rubric align with Standard 7 of the NYSED Standards.

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PROFESSIONAL PORTFOLIOS: TEACHER GROUP 1

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

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

Professional Portfolio Description

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

Please select all that apply.

- ☑ Personal statement
- ☑ Reflective writing
- ☑ Curriculum
- ☑ Learning objectives
- ☑ Differentiated lesson plans
- ☑ Assignments and rubrics
- ☑ Assessments
- ☑ Data analysis
- ☑ Observation forms
- ☑ Survey and/or evaluation responses
- ☑ Professional learning activities
- ☑ Stakeholder communications
- ☑ Evidence of collaboration with other educators/student support personnel
- ☑ Academic/professional presentations
- ☑ Awards/achievements
- ☑ 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.

Portfolios will be used for Standards VI & VII. The supervisor will review presented and observed data and compare that data to Standards VI & VII.

- The Danielson Framework for Teaching (2013) and the corresponding crosswalk to the NYS Standards will be used to develop a score for both Standard VI & VII. Standard VI: Professional Responsibilities and Collaboration – Danielson - Components 4A, 4B, 4C, 4D, 4FStandard VII: Professional Growth – Danielson - Components 4A, 4E
- Conversations will take place throughout the school year between the teacher and observer (but not scored) to ensure that proper data is submitted in the portfolio to give the evaluator enough information to assign a score of 1-4 for standards VI & VII. The scoring

for these standards will be completed at the end of the school year.

- Each Danielson component aligned to NYSED standards will be scored on a 1-4 scale
- An equally weighted average of the ratings for the applicable Danielson components within each standard will be computed
- Standard mathematical rounding rules will be applied to the average to generate the educator's final score for that standard (either 1,2,3 or 4)

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TEACHER OBSERVATION: TEACHER GROUP 1

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

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

Please complete the information below to describe the process related to teacher observations for TEACHER GROUP 1.

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

Danielson's Framework for Teaching (2013 Revised Edition)

Observation Process

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

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

Probationary Observation

Teacher observations are scored using the Danielson Framework for Teaching (2013). During each observation, specific components from the Danielson model are identified and rated based on observable evidence of teaching and student engagement. These components provide a consistent lens through which teaching effectiveness is assessed. To ensure alignment with statewide Standards,

the Danielsons components are mapped to the NYS Teaching Standards as outlined below. For each standard, the specific Danielsons components that align to it will be averaged to determine the educator's score for that standard. This ensures a consistent, standards-based, and evidence-informed approach to evaluation.

Mapping of Danielson's Components to NYS Teaching Standards:

- Standard I: Knowledge of Students and Student Learning – Components 1B, 1D, 1F
- Standard II: Knowledge of Content and Instructional Planning – Components 1A, 1C, 1E
- Standard III: Instructional Practice – Components 3A, 3B, 3C, 3D, 3E
- Standard IV: Learning Environment – Components 2A, 2B, 2C, 2D, 2E, 2F
- Standard V: Assessment for Student Learning -- Components 1F, 3B, 3D

Process

- This mapping ensures that our observation process aligns directly with the competencies outlined in the New York State Standards. By connecting Danielson components to the NYS Teaching Standards, we provide teachers with actionable feedback that supports their professional growth in a clear and standards-aligned manner.
- Each observed Danielson component will be scored on a 1-4 scale for each observation. Where a component is not scored in an observation, the LEA will ensure that it is scored in a subsequent observation.
- At the end of the year (cycle) all components of the rubric aligned to a particular standard will be weighted equally and averaged to reach a final score for the standard. This score will rounded to the nearest whole number according to standard mathematical rounding rules to reach a whole number score.

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TEACHER GROUP 2

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

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

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

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

TEACHER GROUP 2: MEASURES

The STEPS plan must include observations for all teachers. Please check the additional measure(s) that will be used for the evaluation of TEACHER GROUP 2 across all New York State Teaching Standards.

☑ Goal setting and attainment

☑ Teacher project

Please use the table below to indicate which of the above measure(s) will be used to evaluate each of the NYS Teaching Standards for TEACHER GROUP 2.

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

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

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

Tenured teachers will have a four year cycle. Two of those years will contain observations and during the other two years the teacher can chose between a Teacher Project and a Goal Setting and Attainment process. There is no requirement to do both measures on the non-observation years. A teacher might chose to do 2 projects or two goals during the 4 year cycle. At the beginning of the school years when a teacher has a choice they will meet with a supervisor to designate their choice of a project or goal.

TEACHER GROUP 2: RATIONALE

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

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

	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching for Standard I. The lesson plan and delivery will indicate if the teacher has good knowledge of the developmental characteristics of their students and are able to tailor their lessons based on strengths and weaknesses. This also provides the opportunity to evaluate a teacher's communication techniques and proper use of technology that is understandable for students at their level. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators

	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.
	will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard II: Knowledge of Content and Instructional Planning	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching for Standard II. The observer can look for good use of physical space and checks for understanding from the students. There are also opportunities to see a teacher's use of prior knowledge, the modeling of good communication and the ability to self-direct their learning. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving

	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.
	areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard III: Instructional Practice	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching and Instructional Practice for Standard III. The observer can look for alignment between standards and teaching practices. They can also see how the teacher ensures differentiation, collaboration amongst students, good pacing and various ways to show proficiency. There are also opportunities to see the use of formative and sometimes summative assessments. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the

	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.
	design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard IV: Learning Environment	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching and a well planned and run learning environment for Standard IV. The observer can evaluate safety considerations and compliance. They may also see the use of groupings and effective use of other support personnel. They will look for indicators that the students are benefiting instructionally from the teachers choices in establishing a strong learning environment. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard V: Assessment for Student Learning	Observations will be evaluated based on the Danielson Framework for Teaching (2013) Rubric

	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.
	components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Observations and post observation meetings provide an opportunity to visually and audibly identify teachers' strengths with valid, reliable and actionable data to identify opportunities for growth. The post observations meetings provide the opportunity for feedback and reflection. Observations provide the evaluator with many opportunities to see indicators of effective teaching and proper use of assessment for student learning as detailed in Standard V. The observer will look for the use of assessments throughout the lesson. They may also see the students are prepared for assessments and receive appropriate instructions. The is also the opportunity to see how the teacher analyzes and uses data from assessments. The observation process includes a post-observation meeting/debriefing to review the results of the observation and provide timely and specific feedback to the educator. The process is repeated after each observation to allow the evaluator to continue evaluation of the teacher's progress based on prior feedback, and to provide further feedback, as appropriate. Evaluators and evaluated educators will be trained by the district in the use of the selected rubric, including alignment of rubric components with standards. Evaluators will participate in a process of continuous calibration based on the rubric and its use within the measure(s), to ensure that data derived from the STEPS process is both reliable and valid. The data derived from the scoring processes for each measure will be used as the basis for feedback to the observed educator, to be used in identifying and improving areas of practice measured. Data will also be used by the district as a whole to identify larger issues, trends or patterns related to specific standards. This information will, in turn, be used to guide the further development of the STEPS process and to guide district practices. The results of the measures included under this standard will be used by the educator and the district to guide the design and development of professional learning going forward, including identifying teaching standards that can form the basis for both long and short-term professional development.
Standard VI: Professional Responsibilities and Collaboration	The Teacher Project and Goal Setting & Attainment processes provide teachers with a structured opportunity to select and pursue meaningful goals or projects that directly reflect their practice in the areas of professional responsibilities and collaboration. By designing goals that require collaboration with colleagues, engagement with families, or contributions to the school community, teachers generate clear evidence of their strengths such as leadership, communication, and teamwork as well

	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.
	as opportunities for growth. Ongoing feedback throughout the process, along with a final review of goal attainment, allows both the teacher and evaluator to assess the effectiveness of these practices and identify next steps for continued development. Projects and goals are only approved when they yield sufficient, relevant evidence aligned to Standard VI, ensuring that the work meaningfully reflects professional responsibilities and collaboration. These processes also produce valid, reliable, and actionable data to support continuous improvement. Evaluators and teachers are trained in the use of the Danielson Framework for Teaching (2013) Rubric and the correlating NYSED Standards, and evaluators engage in ongoing calibration to ensure consistent and reliable scoring across the district. The evidence generated through goal setting and project implementation such as artifacts, reflections, and outcomes provides a valid measure of teacher performance in this domain. This data forms the basis for specific, actionable feedback that teachers can use to refine their practice. At the same time, aggregated results allow the district to identify trends and patterns related to professional responsibilities and collaboration, informing the development of targeted professional learning. In this way, both individual and system-wide professional development efforts are grounded in reliable evidence and aligned to identified needs, supporting sustained growth over time. Teacher Projects and Goal Setting & Attainment processes will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Standard 4, components 4A, 4B, 4C, 4D, 4F on the Danielson Framework for Teaching (2013) Rubric align with Standard 6 of the NYSED Standards.
Standard VII: Professional Growth	The Teacher Project and Goal Setting & Attainment processes provide teachers with a purposeful structure to select, implement, and reflect on goals that directly support their professional growth. By engaging in self-directed projects aligned to Standard VII, teachers generate evidence of their commitment to continuous learning, application of new strategies, and responsiveness to feedback. This process makes strengths such as initiative, reflective practice, and the ability to translate learning into improved instruction clearly visible, while also highlighting specific opportunities for further growth. Ongoing feedback from evaluators throughout the process, combined with a final assessment of goal attainment, ensures that teachers receive meaningful insights into the effectiveness of their professional growth efforts.

	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.
	These processes also produce valid, reliable, and actionable data to support continuous improvement. All projects and goals are approved only when they provide sufficient, standards-aligned evidence, ensuring the validity of the data collected. Evaluators and teachers are trained in the use of the Danielson Framework for Teaching (2013) rubric aligned to NYSED standards, and evaluators engage in continuous calibration to promote consistency and reliability in scoring. The resulting evidence artifacts, reflections, and demonstrated outcomes provides a strong foundation for targeted, actionable feedback that teachers can use to refine their professional learning. In addition, aggregated data across teachers allows the district to identify trends and areas of need related to professional growth, informing the design of strategic, standards-based professional development. This ensures that both individual and district-level learning efforts are data-driven, responsive, and focused on sustained improvement over time. Teacher Projects and Goal Setting & Attainment processes will be evaluated based on the Danielson Framework for Teaching (2013) Rubric components that are aligned with the NYS Teaching Standards. A crosswalk is utilized to map the Danielson's Domains with the NYSED Teaching Standards. Standard 4, components 4A, 4E on the Danielson Framework for Teaching (2013) Rubric align with Standard 7 of the NYSED Standards.

Are there additional group(s) of teachers that have not been addressed on this and previous pages?

☑ No, all teachers have been addressed in the information that has been entered.

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GOAL SETTING AND ATTAINMENT: TEACHER GROUP 2

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

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

Please complete the information below to describe the process related to the use of goal setting for TEACHER GROUP 2.

Goal Creation

WHAT INFORMATION WILL BE USED TO CREATE GOALS?

Please select all that apply.

- ☑ Student performance data
- ☑ Observations
- ☑ Survey responses
- ☑ Professional learning topics

PLEASE UPLOAD THE TEMPLATE FOR THE GOAL SETTING PROCESS

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

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

HV_Goals_Setting_Process_Template_2025.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) ☑ Supervisor	☑ Teacher (self-monitoring) ☑ Supervisor	☑ Supervisor	2x/academic year (mid-year and 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.

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Goal Scoring

The goal-setting and attainment process will be used for Standards VI & VII. The supervisor will review the teacher's goal-setting and attainment process and related actions and compare that data to Standards VI & VII.

- The Danielson Framework for Teaching (2013 Edition) will be mapped to the NYS Teaching Standards to develop a score and support alignment and clarity in the evaluation process, as follows: Standard VI: Professional Responsibilities and Collaboration – Danielson - Components 4A, 4B, 4C, 4D, 4FStandard VII: Professional Growth – Danielson - Components 4A, 4E
- Timeline: An initial meeting with the evaluator will be held to outline goals. A follow-up meeting will take place after May 1st to share evidence of goal attainment. Conversations will take place throughout the school year between the teacher and observer (but not scored) to ensure that proper data is being collected to give the evaluator enough information to assign a score of 1-4 for standards VI & VII. The scoring for these standards will be completed once at the end of the school year.
- Each Danielson component aligned to NYSED standards will be scored on a 1-4 scale
- An equally weighted average of the scores for the applicable Danielson components addressing each standard will be computed
- Standard mathematical rounding rules will be applied to the average to generate the educator’s score for that measure in the year or years it is chosen(either 1,2,3 or 4)
- This measure could be used twice over the four year cycle resulting in two sets of final scores for the measure.
- Multiple measure scores for a standard will be weighted equally and averaged for a final score for applicable standards at the end of the cycle
- Where this measure is used only once across a cycle, the final standard scores on that measure will be combined with the final standard scores on the other selected measure, weighted equally and averaged to reach final standard scores on the applicable standards.

Rating Scale:

4 – Exceeds Expectations: The educator consistently demonstrates exemplary practices aligned to the standard, going beyond expectations through innovative, reflective, and data-driven goal setting that positively impacts student learning and professional growth.

3 – Meets Expectations: The educator meets the standard by developing appropriate, data-informed goals, engaging in collaboration, and showing evidence of professional learning and instructional improvement.

2 – Partially Meets Expectations: The educator shows partial alignment to the standard, with goals that may lack clarity, data connection, or follow-through, and demonstrates inconsistent collaboration or reflection.

1 – Does Not Meet Expectations: The educator does not meet the standard, as evidenced by the absence of measurable goals, limited use of assessment data, and minimal engagement in collaboration or professional growth.

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TEACHER PROJECT: TEACHER GROUP 2

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

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

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

Please complete the information below to describe the process related to the use of teacher projects for TEACHER GROUP 2.

Project Description

WHAT IS THE NATURE OF THE TEACHER PROJECT?

Please select all that apply.

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

PLEASE BRIEFLY DESCRIBE THE SPECIFIC DETAILS OF THE TEACHER PROJECT.

This description should include, but not be limited to:

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

Teacher projects will focus on instructional needs within their classroom, school improvement priorities, or personal areas for professional growth. The project will align with Standards VI & VII by addressing educator development, professional responsibilities and collaboration. Selection may be informed by student data, prior evaluations, curriculum gaps, or opportunities identified through collaborative planning with colleagues or school leaders. Projects will focus on and teachers will engage in:

- Increasing Collaboration
- Improving Family & Community Engagement
- Instructional Improvement for Student Achievement
- Data Analysis
- Professional Development in the areas of ELA, Math, Science and Specials
- Curriculum Review and Implementation
- School Improvement Initiatives

The project will be scored based on:

- Evidence of alignment to NYS Teaching Standards VI and VII
- Teacher reflection on their practice to improve instructional effectiveness and guide professional growth
- Level of professional collaboration and contribution to collective instructional improvement

Additional details about the teacher project may be uploaded below.

(No Response)

Project Evaluation

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

Project Scoring

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

HOW ARE TEACHER PROJECTS SCORED?

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

Project Scoring

The Teacher Project process will be used for Standards VI & VII. The supervisor will review theTeacher Project process and related actions and compare that data to Standards VI & VII.

- The Danielson Framework for Teaching (2013 Edition) will be mapped to the NYS Teaching Standards to develop a score and support alignment and clarity in the evaluation process, as follows: Standard VI: Professional Responsibilities and Collaboration – Danielson - Components 4A, 4B, 4C, 4D, 4FStandard VII: Professional Growth – Danielson - Components 4A, 4E
- Timeline: An initial meeting with the evaluator will be held to outline the Teacher Project. A follow-up meeting will take place after May 1st to share evidence of the Teacher Project Conversations will take place throughout the school year between the teacher and observer (but not scored) to ensure that proper data is being collected to give the evaluator enough information to assign a score of 1-4 for standards VI & VII. The scoring for these standards will be completed once at the end of the school year.
- Each Danielson component aligned to NYSED standards will be scored on a 1-4 scale
- An equally weighted average of the scores for the applicable Danielson components addressing each standard will be computed
- Standard mathematical rounding rules will be applied to the average to generate the educator's score for that measure in the year or years it is chosen(either 1,2,3 or 4)
- This measure could be used twice over the four year cycle resulting in two sets of final scores for the measure.
- Multiple measure scores for a standard will be weighted equally and averaged for a final score for applicable standards at the end of the cycle
- Where this measure is used only once across a cycle, the final standard scores on that measure will be combined with the final standard scores on the other selected measure, weighted equally and averaged to reach final standard scores on the applicable standards.

Rating Scale:

4 – Exceeds Expectations: The educator consistently demonstrates exemplary practices aligned to the standard, going beyond expectations through innovative, reflective, and data-driven project work that positively impacts student learning and professional growth.

3 – Meets Expectations: The educator meets the standard by developing an appropriate, data-informed project, engaging in collaboration, and showing evidence of professional learning and instructional improvement.

2 – Partially Meets Expectations: The educator shows partial alignment to the standard, with a project that may lack clarity, data

connection, or follow-through, and demonstrates inconsistent collaboration or reflection.

1 – Does Not Meet Expectations: The educator does not meet the standard, as evidenced by the absence of a measurable project, limited use of relevant data, and minimal engagement in collaboration or professional growth.

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TEACHER OBSERVATION: TEACHER GROUP 2

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

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

Please complete the information below to describe the process related to teacher observations for TEACHER GROUP 2.

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

Danielson's Framework for Teaching (2013 Revised Edition)

Observation Process

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

Observation Scoring

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

HOW ARE TEACHER OBSERVATIONS SCORED?

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

Tenured Observation

Tenured teacher observations are scored using the Danielson Framework for Teaching (2013). During each observation, specific components from the Danielson model are identified and rated based on observable evidence of teaching and student engagement. These components provide a consistent lens through which teaching effectiveness is assessed. To ensure alignment with statewide

Standards, the Danielsons components are mapped to the NYS Teaching Standards as outlined below. For each standard, the specific Danielsons components that align to it will be averaged to determine the educator's score for that standard. This ensures a consistent, standards-based, and evidence-informed approach to evaluation.

Mapping of Danielson's Components to NYS Teaching Standards:

- Standard I: Knowledge of Students and Student Learning – Components 1B, 1D, 1F
- Standard II: Knowledge of Content and Instructional Planning – Components 1A, 1C, 1E
- Standard III: Instructional Practice – Components 3A, 3B, 3C, 3D, 3E
- Standard IV: Learning Environment – Components 2A, 2B, 2C, 2D, 2E, 2F
- Standard V: Assessment for Student Learning -- Components 1F, 3B, 3D

Process

- This mapping ensures that our observation process aligns directly with the competencies outlined in the New York State Standards. By connecting Danielson components to the NYS Teaching Standards, we provide teachers with actionable feedback that supports their professional growth in a clear and standards-aligned manner.
- Each observed Danielson component will be scored on a 1-4 scale for each observation. Where a component is not scored in an observation, the LEA will ensure that it is scored in a subsequent observation.
- At the end of the year (cycle) all components of the rubric aligned to a particular standard will be weighted equally and averaged to reach a final score for the standard. This score will rounded to the nearest whole number according to standard mathematical rounding rules to reach a whole number score.

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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 Hoosic Valley CSD STEPS Plan for teachers intentionally aligns selected measures primarily Observation, Professional Portfolio, Goal Setting, and Teacher Projects with the principles of the New York State Culturally Responsive-Sustaining (CR-S) Education Framework. These measures collectively ensure that teaching practice is evaluated through a culturally responsive lens while maintaining alignment with the NYS Teaching Standards. Each measure serves as both a source of evidence and a mechanism for reinforcing instructional practices that support equity, inclusion, and student-centered learning environments.

Measures such as Observation and the Professional Portfolio directly support the CR-S principle of a **Welcoming and Affirming Environment**, particularly through Teaching Standards 1 and 4. Evidence collected includes lesson plans, classroom discussions, and environmental indicators that reflect students' cultural identities and lived experiences. Teachers demonstrate their knowledge of students by incorporating cultural backgrounds into instruction and creating classroom spaces where students feel a sense of belonging. These practices align with NYS Teaching Standards related to student development and learning environments, ensuring that evaluators can observe authentic connections between teacher actions and student engagement.

The principle of **High Expectations and Rigorous Instruction** is primarily addressed through Observation and the Professional Portfolio aligned with Teaching Standard 3. Teachers are expected to implement culturally responsive instructional strategies that challenge all students while leveraging their cultural assets. Evidence such as differentiated instruction, high levels of participation, and varied pedagogical approaches demonstrates that rigor is not diminished but enhanced through cultural relevance. This integration reflects NYS Teaching Standards focused on instructional practice, ensuring that rigor and responsiveness coexist in meaningful ways.

The CR-S principle of **Inclusive Curriculum and Assessment** is supported through measures tied to Teaching Standards 2 and 5, again using Observation and the Professional Portfolio. Teachers are evaluated on their ability to design curriculum and assessments that reflect diverse perspectives and allow multiple ways for students to demonstrate learning. Evidence includes multicultural instructional materials, culturally relevant assignments, and varied assessment methods. These practices align with NYS Teaching Standards emphasizing content knowledge and assessment, reinforcing that inclusive design is essential to both effective teaching and

equitable evaluation of student learning.

The principle of **Ongoing Professional Learning and Support** is addressed through Professional Portfolios, Goal Setting and Attainment, and Teacher Projects aligned with Teaching Standards 6 and 7. Teachers engage in continuous learning focused on culturally responsive practices and build partnerships with families and communities. Evidence such as professional development participation, reflective practices, and family engagement strategies demonstrates growth over time. This aligns with NYS Teaching Standards related to professional responsibilities and growth, ensuring that culturally responsive teaching is not a one-time initiative but an ongoing commitment.

Across all measures, the evidence collected integrates CR-S principles with the NYS Teaching Standards by providing observable, tangible indicators of practice. Artifacts such as lesson plans, student work, classroom environment visuals, and communication logs allow evaluators to assess how well teachers are embedding cultural responsiveness into their daily instruction. This alignment ensures that evaluation is not separate from practice but instead reflects the real experiences of students in the classroom, tying together expectations for teaching quality and equity.

Ultimately, the STEPS Plan creates a cohesive system in which each measure reinforces both the CR-S Framework and the NYS Teaching Standards. By embedding culturally responsive expectations into observation, reflection, and professional growth processes, the district ensures that teaching practices are consistently evaluated through an equity-focused lens. This integrated approach supports educators in developing the knowledge, skills, and dispositions necessary to meet the diverse needs of all students while maintaining high standards for instruction and professional practice.

Hoosic Valley's use of Danielson Framework for Teaching (2013) supports an evaluation process that promotes student-centered learning aligned with the NYS Culturally Responsive-Sustaining (CR-S) Framework by emphasizing reflective practice, inclusive instruction, and equitable classroom environments. Domains such as Planning and Preparation and Classroom Environment require educators to design lessons that build on students' backgrounds, identities, and prior knowledge, directly supporting CR-S principles of cultural relevance and affirmation. The Instruction domain encourages active student engagement, collaboration, and critical thinking, which are central to student-centered and culturally sustaining practices. Through ongoing feedback and professional growth embedded in the evaluation process, educators are guided to analyze student voice, choice, and outcomes, ensuring instruction is responsive to diverse learners. As a result, the Danielson Framework for Teaching (2013) Rubric provides a structured yet flexible framework that helps educators intentionally design and implement learning experiences that honor diversity, promote equity, and align with the goals of the NYS CR-S Framework.

Please note: The text box above may not cleanly support charts, spreadsheets, or graphics. Please use the upload option if the response includes any of these formats.

If the entire response is included in the upload, please enter, "See upload," in the textbox above.

HV_CRSE_Teacher_2026_-_Sheet1 2.pdf

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

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

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

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

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

Goal Setting Process

Who determines professional learning goals for teachers?

Please select all that apply.

☑ District leadership

☑ Building leadership

☑ Supervisor

☑ Self-identified

☑ 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 study results
- ☑ Research literature
- ☑ Published education trends
- ☑ Colleague 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

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- ☑ Supervisor meetings
- ☑ Mentoring
- ☑ 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.

- ☑ 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

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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.

HVCSD_TSP_2025_1 2.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

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

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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	☑ All standards, I-VII	☑ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)
☐ All teachers ☐ Teacher group 1 ☑ Teacher group 2 ☐ Teacher group 3	☑ Standard I ☑ Standard II ☑ Standard III ☑ Standard IV ☑ Standard V	☑ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	(No Response)
☐ All teachers ☐ Teacher group 1 ☑ Teacher group 2 ☐ Teacher group 3	☑ Standard VI ☑ Standard VII	☑ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.	Standards VI & VII are evaluated by Teacher Projects and Goal Setting-Attainment. A teacher may have one of each, 2 projects or 2 goal setting years. Each measure will be evaluated and scored when completed. At the end of the 4 year cycle an equally weighted average of the two measures, with standard rounding, will be used to assign a 1-4 rating for standard VI & VII.

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.

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	The scores for all standards over the determined cycle will be weighted equally and averaged to establish an overall rating. The final average will be applied to the ranges in the following table to establish an overall rating: Level 1 - 1.00 - 1.49 Level 2 - 1.50 - 2.49 Level 3 - 2.50 - 3.49 Level 4 - 3.50 - 4.00

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	☑ Other: Tenured teachers are on a 4 year cycle with 2 years of observations and 2 years of teacher project or goal setting with overall ratings established every 4 years. Teachers are divided into two groups (A/B). Group A will have observations in years 1 & 3 and either a project or goal setting in years 2 & 4. Group B will have observations in years 2 & 4 and either a project or goal setting in years 1 & 3
Standard II: Knowledge of Content and Instructional Planning	☑ Other: Tenured teachers are on a 4 year cycle with 2 years of observations and 2 years of teacher project or goal setting with overall ratings established every 4 years. Teachers are divided into two groups (A/B). Group A will have observations in years 1 & 3 and either a project or goal setting in years 2 & 4. Group B will have observations in years 2 & 4 and either a project or goal setting in years 1 & 3
Standard III: Instructional Practice	☑ Other: Tenured teachers are on a 4 year cycle with 2 years of observations and 2 years of teacher project or goal setting with overall ratings established every 4 years. Teachers are divided into two groups (A/B). Group A will have observations in years 1 & 3 and either a project or goal setting in years 2 & 4. Group B will have observations in years 2 & 4 and either a project or goal setting in years 1 & 3
Standard IV: Learning Environment	☑ Other: Tenured teachers are on a 4 year cycle with 2 years of observations and 2 years of teacher project or goal setting with overall ratings established every 4 years. Teachers are divided into two groups (A/B). Group A will have observations in years 1 & 3 and either a project or goal setting in years 2 & 4. Group B will have observations in years 2 & 4 and either a project or goal setting in years 1 & 3
Standard V: Assessment for Student Learning	☑ Other: Tenured teachers are on a 4 year cycle with 2 years of observations and 2 years of teacher project or goal setting with overall ratings established every 4 years. Teachers are divided into two groups (A/B). Group A will have observations in years 1 & 3 and either a project or goal setting in years 2 & 4. Group B will have observations in years 2 & 4 and either a project or goal setting in years 1 & 3
Standard VI: Professional Responsibilities and Collaboration	☑ Other: Tenured teachers are on a 4 year cycle with 2 years of observations and 2 years of teacher project or goal setting with overall ratings established every 4 years. Teachers are divided into two groups (A/B). Group A will have observations in years 1 & 3 and either a project or goal setting in years 2

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	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.*
	& 4. Group B will have observations in years 2 & 4 and either a project or goal setting in years 1 & 3
Standard VII: Professional Growth	☑ Other: Tenured teachers are on a 4 year cycle with 2 years of observations and 2 years of teacher project or goal setting with overall ratings established every 4 years. Teachers are divided into two groups (A/B). Group A will have observations in years 1 & 3 and either a project or goal setting in years 2 & 4. Group B will have observations in years 2 & 4 and either a project or goal setting in years 1 & 3
Overall Rating	☑ Year 2 of evaluation cycle ☑ Other: Year 4

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.

HVCSD NY STEPS Teacher Certification 5-1-26.pdf

Hoosic Valley CSD STEPS 2026 - Teacher (CR-S)

New York State Teaching Standard	Measure(s)	Culturally Responsive Sustaining (CR-S) Education Framework Principle	Integration: Alignment between NYS Teaching Standard and the CR-S Education Framework	What to Look-For: Identifies indicators that evaluators might see in specified measures
1. Knowledge of Students and Student Learning Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.	Observation & Professional Portfolio	**Creating a welcoming and affirming environment** - Understanding and valuing the cultural background of all students.	Teachers actively learn about their students' cultural histories, languages, and experiences to inform instructional planning and to create affirming learning environments.	• Lesson plans reflecting students' cultural backgrounds • Student work that highlights personal experiences • Classroom discussions affirming student identities
2. Content Knowledge Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.	Observation & Professional Portfolio	**Inclusive Cirriculum and Assessment** - Making curriculum culturally relevant and inclusive.	Teachers integrate diverse cultural perspectives into their subject matter, ensuring that all students see their identities reflected in the curriculum and understand the global context of their learning.	• Curriculum maps and instructional resources with multicultural perspectives • Student engagement with materials that reflect their identities • Assignments connecting content to culturally meaningful issues
3. Instructional Practice Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.	Observation & Professional Portfolio	**High Expectations and Rigorous Instruction** - Implementing culturally responsive teaching strategies.	Instructional methods are adapted to be culturally relevant, utilizing pedagogies that engage with students' cultural frameworks and leveraging these as assets in the learning process.	• Varied instructional strategies tied to students' cultural frames of reference • High levels of student participation • Differentiated learning opportunities that honor multiple ways of knowing
4. The Learning Environment Teachers work with all students to create a dynamic learning environment that supports achievement and growth.	Observation & Professional Portfolio	**Creating a welcoming and affirming environment.**	Classrooms are structured to reflect and honor the cultures and identities of all students, promoting a sense of belonging and encouraging students to bring their whole selves to their education.	• Students expressing belonging • Classroom visuals and resources representing varied cultural identities • Student voices shaping classroom culture • Evidence of safety, belonging, and respect in student interactions

5. Assessment for Student Learning Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.	Observation & Professional Portfolio	**Inclusive Cirriculum and Assessment** - Using culturally responsive assessment practices.	Assessments are designed to be fair and unbiased, recognizing the diverse ways students demonstrate knowledge and understanding, and providing multiple avenues for students to show what they have learned.	• Diverse assessment types • Student choice in demonstrating learning • Equitable interpretation of results that account for linguistic and cultural differences
6. Professional Responsibilities Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.	Professional Portfolio, Goal Setting and Attainment, Teacher Project	**Ongoing Professional Learning and Support** - Engaging with families and communities.	Teachers build relationships with families and communities, understanding their role in supporting student learning and leveraging these partnerships to enrich the educational experience.	• Family engagement strategies reflecting cultural responsiveness • Reciprocal communication • Evidence of partnerships with community organizations
7. Professional Growth Teachers set informed goals and strive for continuous professional growth.	Professional Portfolio, Goal Setting and Attainment, Teacher Project	**Ongoing Professional Learning and Support** - Pursuing culturally responsive professional development.	Teachers engage in ongoing learning opportunities to enhance their understanding and practice of CR-S Education, reflecting on and adjusting their practices to better meet the needs of their diverse student populations.	• Participation in ongoing professional learning centered on equity and CR-S education • Reflective practice documentation • Growth plans focused on equity and inclusion

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.

Hoosic Valleys use of Danielson's Framework for Teaching supports an evaluation process that promotes student-centered learning aligned with the NYS Culturally Responsive-Sustaining (CR-S) Framework by emphasizing reflective practice, inclusive instruction, and equitable classroom environments. Domains such as Planning and Preparation and Classroom Environment require educators to design lessons that build on students' backgrounds, identities, and prior knowledge, directly supporting CR-S principles of cultural relevance and affirmation. The Instruction domain encourages active student engagement, collaboration, and critical thinking, which are central to student-centered and culturally sustaining practices. Through ongoing feedback and professional growth embedded in the evaluation process, educators are guided to analyze student voice, choice, and outcomes, ensuring instruction is responsive to diverse learners. As a result, the Danielson Rubric provides a structured yet flexible framework that helps educators intentionally design and implement learning experiences that honor diversity, promote equity, and align with the goals of the NYS CR-S Framework.

Hoosic Valley Goal Setting Process Template

Teachers will collaborate with administration to ensure the goal is appropriate, measurable, and aligned with NYS Teaching Standards VI and VII.

Teacher Name _____	Observation Years: _____ and _____
Four-year-cycle: _____ - _____	Project/Goal Years: _____ and _____
***[SPECIFIC/RELEVANT] Project / Goal Purpose:**	
***[MEASURABLE / OBSERVABLE] Intended Outcome:**	
[ACHIEVEABLE] Action Steps:	
[TIME-BOUND] Timeline:	
Artifacts/Evidence:	
Mid-Cycle Reflection:	
End-of-Cycle Reflection:	
Administrator: _____	DATE: _____
Administrator: _____	DATE: _____

Required for initial approval

****

Hoosic Valley Teacher Support Plan(Teacher)

Teacher Support Plan Team Members

Teacher Name:
Primary Evaluator:
Other Team Members:

Note to Teacher Support Plan Team Members:
Additional documentation should be kept describing interactions with educators to support their work toward achieving the goal listed in the Teacher Support Plan. This documentation can be uploaded using the Artifact Upload Tool. Additional Teacher Support Plan forms can be assigned to the educator if additional growth goals are needed.

Growth Goal & Correlating NYS Standards
(Area in need of growth and support - must be aligned to standards I-VII)

State your goal below. The goal should be specific and measurable.

Timeline: Goals will be set and approved by October 15

☐ **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

Action Steps

Timeline: Checks in on Action Steps will be completed by February 1

Action Steps should describe what the teacher will do to acquire the knowledge and skills necessary to achieve the stated goal. The teacher should specify the anticipated date for completion of the action step and when you will check in with your evaluator to update progress toward each action step. Action Steps for the district should indicate how the district will support growth by the teacher.

Action Step #1: Teacher

Action Step #2: Teacher

Action Step #3: Teacher

Action Step #1: District

Action Step #2: District

Evidence of Achievement

Timeline: Teacher will meet weet with the evaluator to review evidence of achievement by May 15

What evidence will you use to demonstrate that your goal was met?

Summary of supports provided to achieve your goal:

Evaluator comments:

Teacher Support Plan Artifacts

***Evidence*:**
Use the Artifact Upload Tool, accessible from your Educator Dashboard, to upload evidence for your Teacher Support Plan or attach artifacts here.

At the end of the year (by May 15), identify the extent to which the goal has been achieved.

Goal Status (Circle One)**:**

Achieved Not Achieved In Progress

Additional comments:

Signatures, dates

Superintendent Signature: Date:

4-28-26

Superintendent Name (print):

James Buhrmaster

Teachers Union President Signature: Date:

Eric O'Brien 5/1/26

Teachers Union President Name (print):

ERIC O'BRIEN

Board of Education President Signature: Date: 4/28/26

Karen Eileen Carlson

Board of Education President Name (print):

Karen Eileen Carlson

TEACHER STEPS CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Standards-based Educator Evaluation and Professional Support plan ("STEPS plan") for teachers.

By signing this document, the LEA and its collective bargaining agent(s) certify: that the STEPS plan submitted to the Commissioner constitutes the LEA's complete evaluation plan for teachers, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, that such plan complies with the requirements of Education Law §3012-e and Subpart 30-4 of the Commissioner's Regulations, and that the governing body of the LEA has adopted the plan.

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

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

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