



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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January 6, 2025

Education Law §3012-e STEPS Plan

Mark Secaur, Superintendent
Smithtown Central School District
26 New York Avenue
Smithtown, NY 11787

Dear Superintendent Secaur:

Congratulations. I am pleased to inform you that your Standards-Based Evaluation and Professional Support System (STEPS) plan has been accepted as meeting the criteria described in Education Law §3012-e and Subpart 30-4 of the Rules of the Board of Regents. Acceptance of your plan indicates that it meets the minimum statutory and regulatory requirements and does not signify approval or endorsement by the Commissioner of any terms of the plan. Your plan may be implemented beginning in the 2025-2026 school year. Your accepted STEPS plan will remain in effect until you amend or modify it and have the revised plan accepted by the Department, or until the law changes.

Please note that your accepted STEPS plan will be posted on the NYSED website, and a complete copy of the plan must also be posted on your website.

Please be advised that, pursuant to Education Law §3012-e, data from STEPS plans "shall be collected and used to the extent necessary to comply with any applicable state and federal statutory requirements." The Commissioner may also release data to the public, consistent with Education Law §3012-e(4)(c), and may comment on the quality of the plan at any time.

The New York State Education Department and I look forward to continuing our work together to strengthen our educator pipeline, cultivate equity-minded leadership, and support learning environments where every student is prepared for success in college, career, and civic life.

Thank you again for your hard work.

Sincerely,



Betty A. Rosa
Commissioner

Attachment

c: April Poprilo

Educator Evaluation §3012-e - Education Law §3012-e**PART 1. STEPS PLAN OVERVIEW - STEPS Plan Design**

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STEPS PLAN DESIGN

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

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

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

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

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

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

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

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

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

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

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

MEASURES ASSURANCES

Please read the assurances below and check each box.

TEACHER AND PRINCIPAL MEASURES

- ☒ Assure that any measure selected to evaluate a teacher shall provide direct evidence of such teacher's practice that appropriately and accurately assesses the degree to which the educator meets each applicable NYS Teaching Standard.
- ☒ Assure that any measure selected to evaluate a principal shall provide direct evidence of such principal's practice that appropriately
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PART 1. STEPS PLAN OVERVIEW - STEPS Plan Design

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

TEACHER OBSERVATION / PRINCIPAL SCHOOL VISITS

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

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TEACHER EVALUATION: MEASURES

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

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

☒ Other LEA-developed measure

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

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

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

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

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.

TEACHER EVALUATION: RATIONALE

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard I: Knowledge of Students and Student Learning	The locally selected measure, in conjunction with classroom observations, will be used to assess each of the NYS Teaching Standards throughout the evaluation cycle. Specifically, Standard 1: Knowledge of Students and Student Learning will be evaluated using a locally negotiated and locally developed rubric identified as the Professional Reflective Summary. This tool requires teachers to provide written responses to targeted prompts which may include the submission of artifacts that demonstrate how their instructional decisions are informed by their knowledge of students' backgrounds, learning styles, and developmental needs. Each indicator within the standard is rated on a four-point scale, ensuring that teacher performance is assessed along a clear continuum of proficiency. There are four areas of required reflection from the teacher associated with Standard I of the Professional Reflective Summary that are designed to assess the teacher on this specific NYS Standard. The professional reflection prompts are: • 1.1: Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard I.2) • 1.2: Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard I.3) • 1.3: Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4) • 1.4: Citing examples from the current school year, describe how you use available technological tools and communication strategies to engage each student. (NYS Teaching Standard I.6) The Professional Reflective Summary was intentionally designed to surface both teacher strengths and areas for growth by prompting educators to reflect on their practice, explain their decision-making, and provide concrete evidence of their impact on student learning. This process not only highlights existing professional competencies but also reveals opportunities where additional support, resources, or professional learning could enhance instructional effectiveness. As such, the measure directly supports teacher professional growth by linking evaluation evidence to individualized feedback and development plans. Validity and reliability are strengthened through the alignment of the rubric with NYS Teaching Standards and its structured use of evidence-based prompts. The rubric criteria and indicators are directly mapped to the language and expectations of the standard, ensuring that the measure authentically evaluates

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	what it intends to measure. Consistency in implementation is reinforced when trained evaluators apply the rubric across classrooms, departments, and school buildings, yielding dependable data that can be used to make fair and comparable judgments about teacher practice. The Professional Reflective Summary generates actionable data. Because the tool combines teacher self-reflection with evaluator review, the resulting feedback is both diagnostic and developmental. Teachers receive specific, constructive comments tied to their written responses and artifacts, often accompanied by recommendations, coaching strategies, or professional learning opportunities. This makes the feedback immediately relevant and usable, enabling educators to take targeted steps to refine their practice. Over time, the systematic use of this measure fosters continuous improvement at both the individual and organizational levels, as aggregated results can inform broader professional development priorities across the district.
Standard II: Knowledge of Content and Instructional Planning	The classroom observations along with a locally selected measure will be used to assess each of the NYS Teaching Standards throughout the evaluation cycle. Specifically, Standard II: Knowledge of Content and Instructional Practice will be evaluated primarily through structured classroom observations using the NYSUT Teacher Practice Rubric. Observations provide evaluators with the opportunity to assess teaching in real time, capturing how teachers plan and deliver instruction, integrate content knowledge, manage the learning environment, differentiate for diverse learners, and engage students in rigorous, meaningful learning experiences. Each indicator within the standard is rated on a four-point scale, ensuring teacher performance is assessed along a clear continuum of proficiency. Classroom observations are uniquely suited to identify both teacher strengths and areas for growth in instructional practice. They allow supervisors to highlight effective strategies such as strong questioning techniques, clear content delivery, purposeful student engagement, and skillful classroom management. At the same time, they identify opportunities for growth such as deepening content integration, enhancing scaffolding for diverse learners, or embedding formative assessments more effectively. This dual focus ensures that feedback is personalized, grounded in observable evidence, and directly connected to the expectations of Standard II, thereby providing teachers with a clear and actionable pathway for professional growth. Validity and reliability are enhanced through the alignment of the NYSUT Teacher Practice Rubric with the NYS Teaching Standards. The rubric criteria directly address instructional planning, content knowledge, differentiation, and the delivery of instruction, ensuring that what is measured authentically

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	reflects the intent of Standard II. Reliability is strengthened when trained evaluators apply the rubric consistently across classrooms, departments, and schools, producing dependable and comparable results that fairly represent teacher practice. Most importantly, classroom observations yield feedback that is immediately actionable and developmental. Because evaluators provide timely, specific, and evidence-based comments tied to observable practices, teachers receive clear guidance on what to sustain and what to refine. Feedback is often accompanied by coaching strategies, professional learning opportunities, or targeted recommendations, making it directly usable in improving instructional practice. Over time, this approach not only supports continuous growth for individual teachers but also promotes collective improvement in instructional quality across the district.
Standard III: Instructional Practice	The classroom observations, along with a locally selected measure, will be used to assess each of the NYS Teaching Standards throughout the evaluation cycle. Specifically, Standard III: Instructional Practice will be evaluated primarily through structured classroom observations using the NYSUT Teacher Practice Rubric. Observations provide evaluators with the opportunity to assess teaching in real time, capturing how teachers deliver instruction, use questioning and discussion techniques, differentiate learning experiences, engage students actively, and integrate instructional strategies that promote deep understanding. Each indicator within the standard is rated on a four-point scale, ensuring that teacher performance is assessed along a clear and consistent continuum of proficiency. Classroom observations are especially well-suited to identifying teacher strengths and areas for growth in instructional practice. They allow supervisors to highlight effective practices such as clear and purposeful lesson delivery, strong questioning strategies, use of scaffolding, and effective techniques for maintaining high levels of student engagement. At the same time, they reveal opportunities for growth in areas such as refining pacing, integrating multiple instructional approaches, strengthening differentiation for diverse learners, or deepening opportunities for critical thinking and student discourse. This dual lens ensures that feedback is both personalized and evidence-based, directly tied to the expectations of Standard III, and actionable for teachers as they refine their craft. Validity and reliability are supported through the alignment of the NYSUT Teacher Practice Rubric with the NYS Teaching Standards. The rubric criteria explicitly address instructional delivery, questioning and discussion, use of instructional strategies, and student engagement, ensuring that the evidence collected authentically reflects the intent of Standard III. Reliability is enhanced when trained evaluators apply the

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	rubric consistently across classrooms, grade levels, and schools, producing dependable and comparable results that fairly represent teacher practice. Most importantly, classroom observations yield feedback that is both immediate and developmental. Because feedback is grounded in observable evidence, evaluators can provide teachers with specific and constructive guidance on what to sustain and what to refine in their instructional practice. This feedback is often paired with coaching, targeted professional learning opportunities, or concrete strategies for improvement, making it immediately usable. Over time, this systematic process fosters individual teacher growth while also supporting school and district-wide improvement in instructional quality, thereby advancing student learning outcomes across the system.
Standard IV: Learning Environment	The classroom observations, along with a locally selected measure, will be used to assess each of the NYS Teaching Standards throughout the evaluation cycle. Specifically, Standard IV: Learning Environment will be evaluated through structured classroom observations using the NYSUT Teacher Practice Rubric. Observations provide evaluators with the opportunity to assess how teachers create safe, inclusive, and supportive environments that foster student engagement, respect, and responsibility. They capture in real time the ways teachers establish routines, manage student behavior, set high expectations, and build positive relationships that promote academic and social-emotional growth. Each indicator within the standard is rated on a four-point scale, ensuring performance is assessed consistently along a continuum of proficiency. Classroom observations are particularly effective in identifying both teacher strengths and areas for growth in developing and maintaining productive learning environments. Supervisors are able to highlight strong practices such as clear routines, respectful interactions, equitable treatment of students, and the creation of a classroom culture that encourages risk-taking and collaboration. At the same time, observations reveal growth opportunities such as strengthening consistency in behavior management, fostering greater student ownership of learning, or implementing additional strategies to support inclusivity and cultural responsiveness. This dual focus ensures that feedback is both personalized and grounded in observable evidence, directly connected to the expectations of Standard IV, and actionable in guiding teacher professional growth. Validity and reliability are strengthened through the direct alignment of the NYSUT Teacher Practice Rubric with the NYS Teaching Standards. The rubric criteria specifically address the creation of a respectful classroom climate, effective behavior management, and the establishment of an environment

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	that supports all learners, ensuring that the evaluation authentically measures what Standard IV intends to capture. Reliability is reinforced when trained evaluators consistently apply the rubric across classrooms, grade levels, and schools, producing dependable results that fairly represent teacher practice. Most importantly, classroom observations yield feedback that is immediately actionable and developmental. Evaluators provide timely, specific, and constructive comments tied to observed practices, helping teachers understand what elements of their learning environment are working well and what areas could be strengthened. Feedback often comes with recommendations, coaching strategies, or professional learning supports that teachers can implement quickly to enhance classroom culture and management. Over time, this consistent process not only supports the continuous improvement of individual teachers but also strengthens the overall climate of schools, fostering safe, respectful, and engaging learning environments for all students.
Standard V: Assessment for Student Learning	The locally selected measure, in conjunction with classroom observations, will be used to assess each of the NYS Teaching Standards throughout the evaluation cycle. Specifically, Standard V: Assessment for Student Learning will be evaluated using a locally negotiated and locally developed rubric identified as the Professional Reflective Summary. This tool requires teachers to provide written responses to targeted prompts which may include the submission of artifacts such as assessments, student work samples, and progress-monitoring data that demonstrate how they design, implement, and use assessments to inform instruction and promote student learning. Each indicator within the standard is rated on a four-point scale, ensuring that teacher performance is assessed along a clear continuum of proficiency. There are four areas of required reflection from the teacher associated with Standard V of the Professional Reflective Summary that are designed to assess the teacher on this specific NYS Standard. The professional reflection prompts are: • 5.1: Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1) • 5.2: Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2) • 5.3: Citing examples from the current school year, describe how you reflect upon and evaluate the

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4) • 5.4: Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5) The Professional Reflective Summary is designed to capture both teacher strengths and opportunities for growth in assessment practices. By prompting educators to reflect on their use of formative and summative assessments, analyze student data, and demonstrate how assessment results inform instructional decisions, the tool highlights effective strategies already in use while also revealing areas where professional development or targeted coaching could improve practice. In this way, the measure not only evaluates teacher effectiveness but also provides a pathway for ongoing professional learning aligned to the standard. Validity and reliability are enhanced through the rubric's direct alignment with the indicators of Standard V. The focus of this area is explicitly on assessment design, implementation, feedback to students, and the use of data to improve teaching and learning that ultimately, ensures that the measure authentically evaluates the intended standard. Reliability is reinforced when trained evaluators consistently apply the rubric across classrooms, departments, and school buildings, producing dependable and comparable results. The Professional Reflective Summary also generates data that is both actionable and developmental. Because the measure integrates teacher self-reflection with evaluator review, the resulting feedback is detailed and context-specific. Teachers receive constructive comments that address the effectiveness of their assessment strategies and data use, often accompanied by targeted recommendations, resources, or coaching supports. This ensures that feedback is immediately relevant, enabling teachers to refine their assessment practices in ways that directly impact student achievement. Over time, the systematic use of this measure fosters continuous professional growth for individual teachers while also informing district-wide professional development priorities related to assessment and instructional improvement.
Standard VI: Professional Responsibilities and Collaboration	The locally selected measure, in conjunction with classroom observations, will be used to assess each of the NYS Teaching Standards throughout the evaluation cycle. Specifically, Standard VI: Professional Responsibilities and Collaboration will be evaluated using a locally negotiated and locally developed rubric identified as the Professional Reflective Summary. This tool requires teachers to provide written

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	responses to structured prompts which may include the submission of artifacts such as professional learning logs, records of parent communication, evidence of team collaboration, and contributions to school initiative that demonstrate how they uphold professional responsibilities and work collaboratively with colleagues, families, and the broader school community. Each indicator within the standard is rated on a four-point scale, providing a clear continuum of performance. There are four areas of required reflection from the teacher associated with Standard VI of the Professional Reflective Summary that are designed to assess the teacher on this specific NYS Standard. The professional reflection prompts are: • 6.1: Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1) • 6.2: Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2) • 6.3: Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4) • 6.4: Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3) The Professional Reflective Summary is designed to capture both teacher strengths and opportunities for growth in professional responsibility and collaboration. By asking educators to reflect on their commitment to professional ethics, contributions to school culture, and efforts to build strong partnerships, the tool highlights effective practices already in place while also identifying areas where professional development, mentoring, or coaching could strengthen practice. In this way, the measure not only evaluates teacher effectiveness but also provides an actionable framework for supporting growth in the professional and collaborative domains of teaching. Validity and reliability are enhanced through the rubric's direct alignment with the indicators of Standard VI. The rubric criteria explicitly address professional conduct, communication with families, collaboration with colleagues, and engagement in school-wide improvement efforts, ensuring the measure authentically evaluates the intended standard. Reliability is reinforced when trained evaluators apply the rubric consistently across teachers, schools, and departments, generating dependable and comparable evidence of professional performance.

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2A. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	The Professional Reflective Summary also generates actionable and meaningful feedback. Because the measure combines teacher self-reflection with evaluator review, the feedback is personalized and evidence-based. Teachers receive specific comments about their professional responsibilities and collaboration practices, often accompanied by recommendations for strengthening communication, deepening partnerships, or expanding leadership roles within the school community. This makes the feedback immediately usable, enabling teachers to refine their professional practices in ways that enhance their impact beyond the classroom. Over time, the systematic use of this measure fosters continuous improvement at both the individual and organizational levels, as aggregated results can inform district-wide initiatives to strengthen collaboration, professional culture, and community engagement.
Standard VII: Professional Growth	The locally selected measure, in conjunction with classroom observations, will be used to assess each of the NYS Teaching Standards throughout the evaluation cycle. Specifically, Standard VII: Professional Growth will be evaluated using a locally negotiated and locally developed rubric identified as the Professional Reflective Summary. This tool requires teachers to provide written responses to targeted prompts which may include the submission of artifacts such as professional development plans, records of participation in workshops or courses, evidence of implementation of new strategies, and reflections on professional learning that will demonstrate their commitment to continuous growth and lifelong learning. Each indicator within the standard is rated on a four-point scale, ensuring a clear continuum of performance. There are four areas of required reflection from the teacher associated with Standard VII of the Professional Reflective Summary that are designed to assess the teacher on this specific NYS Standard. The professional reflection prompts are: • 7.1: Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standard VII.1) • 7.2: Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2) • 7.3: Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYS Teaching Standard VII.3)

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify teachers' strengths and opportunities for their professional growth within the applicable teaching standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If teachers are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
	• 7.4: Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4) The Professional Reflective Summary is designed to highlight both teacher strengths and opportunities for growth in the area of professional learning. By asking teachers to reflect on their professional goals, articulate how they pursue new knowledge, and show evidence of how their learning translates into improved practice and student outcomes, the tool surfaces areas of excellence while also identifying where additional support, mentoring, or resources may be needed. This process not only documents current professional growth but also creates a foundation for individualized development plans aligned with district priorities. Validity and reliability are supported through the rubric's alignment with the indicators of Standard VII. The rubric explicitly evaluates teachers' engagement in professional learning, their application of new knowledge, and their commitment to refining instructional practice, ensuring the measure authentically reflects the intent of the standard. Reliability is strengthened when trained evaluators use the rubric consistently across classrooms, schools, and departments, producing dependable results that support fair and comparable assessments of teacher growth. The Professional Reflective Summary generates data that is both actionable and developmental. Because the measure combines teacher self-reflection with evaluator review, the feedback is personalized and directly tied to practice. Teachers receive constructive, evidence-based comments about their professional growth efforts, often accompanied by recommendations for next steps, coaching supports, or professional learning opportunities. This makes the feedback immediately usable and ensures that evaluation results are linked to meaningful opportunities for growth. Over time, the systematic use of this measure fosters a culture of continuous improvement, encouraging all educators to engage in purposeful professional learning that advances both individual practice and collective instructional excellence across the district.

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PART 2. TEACHER EVALUATION - 2H. Teacher Observation

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TEACHER OBSERVATION

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

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

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

Observation Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT OBSERVATIONS?

NYSUT Teacher Practice Rubric (2012 Edition)

Observation Process

	WHO WILL CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>	HOW MANY OBSERVATIONS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE OBSERVATIONS TO BE CONDUCTED? • <u>Formal observations</u> may include classroom observations and pre- and post-observation activities. • <u>Informal observations</u> may include walk-through observations. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT OBSERVATIONS? <i>Please select all that apply.</i>
	☒ Supervisor ☒ Administrator	3 for probationary teachers and 2 for tenured teachers throughout their cycle.	☒ Formal, announced ☒ Formal, unannounced ☒ 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.

The district uses the NYSUT 2012 Teacher Practice Rubric to evaluate teacher performance. This rubric is organized around the New York State Teaching Standards, with each Domain aligned to one Teaching Standard. Each Domain is divided into Elements, and each Element contains several Indicators that describe specific teaching practices. The district evaluates each applicable Teaching Standard by focusing on selected Elements from the rubric, as outlined in the Rationale section above. During each classroom observation, the evaluator will rate the observed Indicators within each applicable Element of a Standard using a four-point scale (1–4). Only Indicators

Educator Evaluation §3012-e - Education Law §3012-e**PART 2. TEACHER EVALUATION - 2H. Teacher Observation**

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that are directly observed during the observation will be scored. The scores for all observed Indicators within an Element are averaged to determine the Element score. If only one Indicator is observed, that score will serve as the Element score.

Next, the scores for all Elements within a Domain are averaged using equal weighting to determine the Domain score. Because each Domain corresponds to a New York State Teaching Standard, the Domain score becomes the score for that Standard. This process is applied consistently for each observation. At the conclusion of the evaluation cycle, the scores for each Standard from all observations are averaged equally to determine the final Standard score for the observation measure. As there is only one measure aligned to these Standards, the final measure score also serves as the overall score for the Standard. Standard scores will be reduced from a decimal to a whole number with the following ranges:

4=Exceeds expectations: 3.50-4.0

3=Meets expectations: 2.50-3.49

2=Partially meets expectations: 1.50-2.49

1=Significantly below expectations: 1-1.49

Probationary teachers are on a 1 year cycle and tenured teachers will use a 4 year cycle.

If applicable, upload scoring-related documentation.

Classroom Teacher Observation Report Form SAMPLE NYSED.pdf

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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LEA-DEVELOPED MEASURE

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

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

Please complete the information below to describe the process related to the use of an LEA-developed measure.

Measure

SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE LEA-DEVELOPED MEASURE? <i>Please enter the name of the measure or a short phrase to describe the type of measure. A more detailed description will be entered into the next column.</i>	WHAT ARE THE PROCEDURES APPLICABLE TO THE LEA-DEVELOPED MEASURE? <i>This description should include the process for collecting evidence and the type(s) of evidence that will be used to evaluate the applicable standards for the teachers identified in this row.</i>
All Teachers	Professional Reflective Summary	Teachers will be required to provide a professional reflection and response to professional prompts related to NYS teaching standards I, V, VI and VII. The response to each prompt may be supported by artifacts submitted and reviewed from the school year in which the measure is being utilized. Additional evidence will be collected during administrator and teacher conferences throughout the year and ongoing dialogue about their professional practice.

Evaluation

	WHO WILL EVALUATE THE LEA-DEVELOPED MEASURE? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL THE LEA-DEVELOPED MEASURE BE EVALUATED?
	☒ Supervisor	1x/academic year (end of year review)

Scoring

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

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

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
All Teachers	Locally developed rubric to assess each of the questions asked and artifacts provided to support the response.	As part of the observation and evaluation process, teachers will be required to provide a professional reflection and written responses to prompts aligned with the applicable New York State Teaching Standards. These reflections give teachers the opportunity to explain instructional choices, highlight professional practices, and provide context that may not be fully visible during a single classroom observation and will be used as the district's "other measure". Teachers may also submit supporting artifacts from the school year in which the evaluation measure is applied. These artifacts serve as concrete evidence of professional practice and can demonstrate alignment with the rubric's performance indicators. The district uses the NYSUT 2012 Teacher Practice Rubric to evaluate teacher performance. This rubric is organized around the New York State Teaching Standards, with each Domain aligned to one Teaching	NT Reflective Draft Cycle 1 1.pdf NT Reflective Draft Cycle 3 1.pdf Tenured Teacher Cycle 2 Form NYSED 1.pdf Tenured Teacher Cycle 3 Form NYSED 1.pdf Tenured Teacher Cycle 4 Form NYSED 1.pdf STEPS Plan Score Calculation Flow.pdf NT Reflective Draft Cycle 4 1.pdf Tenured Teacher Cycle 1 Form NYSED 1.pdf NT Reflective Draft Cycle 2 1.pdf

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		Standard. Each Domain is divided into Elements, and each Element contains several Indicators that describe specific teaching practices. The district evaluates each applicable Teaching Standard by focusing on selected Elements from the rubric, as outlined in the Rationale section above. During each classroom observation, the evaluator will rate the observed Indicators within each applicable Element of a Standard using a four-point scale (1–4). The scores for all observed Indicators within an Element are averaged to determine the Element score. If only one Indicator is observed, that score will serve as the Element score. Next, the scores for all Elements within a Domain are averaged using equal weighting to determine the Domain score. Because each Domain corresponds to a New York State Teaching Standard, the Domain score becomes the score for that Standard. This	

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		process is applied consistently for each Summative Professional Reflection. At the conclusion of the evaluation cycle, the scores for each Standard from all Summative Professional Reflections are averaged equally to determine the final Standard score for this measure. As there is only one measure aligned to these Standards, the final measure score also serves as the overall score for the Standard. Standard scores will be reduced from a decimal to a whole number with the following ranges: 4=Exceeds expectations: 3.50-4.0 3=Meets expectations: 2.50-3.49 2=Partially meets expectations: 1.50-2.49 1=Significantly below expectations: 1-1.49 Probationary teachers are on a 1 year cycle and tenured teachers will use a 4 year cycle. The attached STEPS Plan Score Calculation Flow color	

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PART 2. TEACHER EVALUATION - 2I. LEA-Developed Measure

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SUBGROUP(S) <i>See the instructions above the table before completing this column.</i>	WHAT IS THE INSTRUMENT THAT WILL BE USED TO SCORE THE LEA-DEVELOPED MEASURE? <i>Please describe the scoring instrument below and add any applicable documents in the final column.</i>	HOW IS THE LEA-DEVELOPED MEASURE SCORED? <i>Please describe the scoring process below and add any applicable documents in the next column.</i>	If applicable, upload scoring-related documentation below.
		coded chart diagram provides additional detailed information on this process. Teachers receive both written and verbal feedback based on the rubric. This feedback supports professional growth, informs professional development opportunities, and contributes to decisions related to tenure, retention, and targeted supports.	

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2J. Culturally Responsive-Sustaining Education - Teacher Measures and CRSE

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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 four principles of the CR-S Framework are addressed by specific NYS Teaching Standards that are measured through Teacher Classroom Observations or the Professional Reflective Summary:

1. Welcoming and Affirming Environment

- Measure(s) Addressed: Teacher Observation. This measure is aligned with NYS Teaching Standard 4: The Learning Environment.
- Integration of Principles and Standards: CR-S Principle Alignment: This principle requires classrooms to be structured to reflect and honor the cultures and identities of all students, promoting a sense of belonging. A welcoming environment uses cultural identities as vehicles for teaching and learning.Evidence Collection: The classroom teacher observation evaluation instrument (NYSUT 2012 Teacher Practice Rubric) is used to assess in real time how teachers create safe, inclusive, and supportive environments that foster student engagement and respect.Evaluators look for observable indicators such as classroom visuals and resources representing varied cultural identities and student voices shaping classroom culture. The observation process explicitly seeks to identify strong practices like equitable treatment of students and the creation of a classroom culture that encourages risk-taking and collaboration.Professional Growth: Observations identify growth opportunities, such as the need to implement additional strategies to support inclusivity and cultural responsiveness. The rubric's validity is strengthened by its direct alignment to Standard 4 criteria concerning the creation of a respectful classroom climate and an environment that supports all learners.

2. High Expectations and Rigorous Instruction

- Measure(s) Addressed: Teacher Observation. This measure is aligned with NYS Teaching Standard 3: Instructional Practice and Standard 2: Content Knowledge.
- Integration of Principles and Standards: CR-S Principle Alignment: This principle requires instruction to be academically rigorous, intellectually challenging, and delivered using instructional methods that are adapted to be culturally relevant, leveraging students' cultural frameworks as assets. High expectations must be maintained for all students, regardless of identity markers.Evidence Collection: Classroom teacher observation rubric is used to evaluate how teachers deliver instruction, utilize questioning and

Educator Evaluation §3012-e - Education Law §3012-e**2J. Culturally Responsive-Sustaining Education - Teacher Measures and CRSE**

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discussion techniques, differentiate learning experiences, and engage students actively. Effective practices sought during observation include varied instructional strategies tied to students' cultural frames of reference, high levels of student participation, and differentiated learning opportunities that honor multiple ways of knowing. The evaluation looks for evidence of teachers engaging students in rigorous, meaningful learning experiences in real-time. Professional Growth: Observations identify areas for growth such as strengthening scaffolding for diverse learners or deepening opportunities for critical thinking and student discourse. The feedback is grounded in observable evidence and designed to be immediately actionable.

3. Inclusive Curriculum and Assessment

- Measure(s) Addressed: Teacher Observation (for curriculum, aligned with Standard 2) and Professional Reflective Summary (for assessment, aligned with Standard 5).
- Integration of Principles and Standards: Curriculum (Standard 2): The CR-S integration includes making curriculum culturally relevant and inclusive. Teachers are expected to integrate diverse cultural perspectives into subject matter, ensuring all students see their identities reflected in the curriculum. Observational evidence looks for curriculum maps and instructional resources with multicultural perspectives and assignments connecting content to culturally meaningful issues. Assessment (Standard 5): The CR-S integration includes use of culturally responsive assessment practices, ensuring fairness and providing multiple avenues for students to show their learning. The measure is the Professional Reflective Summary, which requires teachers to provide written responses and artifacts demonstrating how they design, implement, and use assessments. Evidence Collection: Reflection prompts associated with Standard 5 require teachers to describe: How they design/select assessments to inform instruction and measure achievement. How they use assessment data to set goals with students and engage them in self-assessment. Assessments are expected to be reviewed for cultural inclusion and aligned to rigorous expectations. The reflection process captures assessment strengths and opportunities for growth by analyzing data use and design, providing an actionable framework aligned to the standard.

4. Ongoing Professional Learning and Support

- Measure(s) Addressed: Professional Reflective Summary. This measure is aligned with NYS Teaching Standard 6: Professional Responsibilities and Collaboration and Standard 7: Professional Growth.
- Integration of Principles and Standards: CR-S Principle Alignment: This principle focuses on continuous professional learning, requiring educators to develop a critically conscious lens toward curriculum and instruction. It also involves partnering with families and communities, recognizing their value and working together as equal partners. Standard 6 (Responsibilities): Reflection prompts require teachers to describe: How they advocate for students. How they engage and collaborate with colleagues and the community to develop a common culture. How they communicate and collaborate with families, guardians, and caregivers to enhance student development. Evaluators will seek information on how the teacher includes family engagement strategies reflecting cultural responsiveness. Standard 7 (Growth): Reflection prompts require teachers to describe: How they reflect on student learning to improve instructional effectiveness and guide professional growth. How they set personal professional goals and engage in ongoing professional development. Evaluators will seek information on how the teacher participates in ongoing professional learning centered on equity and CR-S education and reflective practice documentation. Professional Growth: The use of the reflective summary, supported by artifacts, ensures that feedback is tied to continuous professional growth, informing professional development opportunities, and strengthening collaboration and community engagement.

The STEPS plan ensures that the evaluation process is intentionally linked to designing and implementing student-centered learning environments consistent with the CR-S Framework through its professional learning system and measure design:

1. Alignment and Purpose: The overall STEPS plan is fundamentally intended to support all educators' professional growth aligned to the NYS Teaching Standards, PSELs, and the Culturally Responsive-Sustaining Education Framework. The CR-S framework helps educators create student-centered learning environments that affirm identities, foster positive academic outcomes, and empower

Educator Evaluation §3012-e - Education Law §3012-e**2J. Culturally Responsive-Sustaining Education - Teacher Measures and CRSE**

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students.

2. Measure Design for Reflection: The locally-developed measure (Professional Reflective Summary), requires teachers to provide written responses to prompts that may include the submission of artifacts that demonstrate how their instructional decisions are informed by their knowledge of students' backgrounds, learning styles, and developmental needs (Standard I). The reflection process is intentionally designed to highlight both teacher strengths and areas for growth by prompting educators to reflect on their practice and explain their decision-making. This concept links evidence directly to professional development needs.
3. Data-Informed Professional Learning: The district assures it maintains a comprehensive, systematic approach to high-quality professional learning for all educators intended to improve outcomes that address the diversity of all students. Professional learning goals are determined by analyzing needs assessment data, student outcome data, research literature, and feedback (including student and parent/family surveys, observation notes, and other evaluation data).
4. Timely and Targeted Support: Feedback to teachers from the STEPS plan is assured to be timely and actionable. Teachers who receive an overall rating of Level 1 or 2 shall have a personalized teacher support plan developed. This plan identifies areas in need of growth and support, measurable goals, and timelines. This targeted support system enables the district to focus remediation efforts directly on areas where CR-S practices may be lacking.
5. Quality Control of Evaluation: The district maintains quality and consistency by assuring that evaluator training covers the NYS Teaching Standards and the application and use of locally selected methodology and scoring systems. Furthermore, inter-rater reliability is maintained through processes like data analysis to detect disparities and calibration meetings, ensuring the consistent and fair application of the rubric across classrooms.

Educator Evaluation §3012-e - Education Law §3012-e**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3A. Professional Learning and Growth**

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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.

- ☒ **Other: Professional learning goals are organized by use of the District's Strategic Plan and shared throughout the entire school district and community.**

What will provide the basis for professional learning goals?

Please select all that apply.

Educator Evaluation §3012-e - Education Law §3012-e**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3A. Professional Learning and Growth**

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

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

Please select all that apply.

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

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- ☒ Group meetings
- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Professional learning community (PLC) meetings
- ☒ Professional learning through a BOCES
- ☒ Outside consultant meetings
- ☒ Online professional learning and support through a professional learning/development tracking system

Assessing Impact

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

Please select all that apply.

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

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

Please select all that apply.

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3A. Professional Learning and Growth**

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- ☒
- 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 use benchmark setting
-
- ☒
- LEA will create and review measurable improvements

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

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

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

Teacher Support Plan Template Form.pdf

Educator Evaluation §3012-e - Education Law §3012-e**PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS - 3B. Evaluator Training**

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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
- ☒ Monthly calibration meetings
- ☒ Inter-rater reliability is addressed during annual training
- ☒ Periodic calibration meetings and/or trainings

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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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.

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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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?	<i>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.</i> <i>(B) The conversion process for the single measure used to reach a final standard rating of 1-4 for the indicated standard(s).</i> <i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i> <i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</i> <i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i>
☒ 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.	When there are two scores within a measure for an evaluation cycle, the measure scores will be averaged to provide the Overall Rating within each Standard for the cycle. For tenured teachers, this includes two observations providing scores in NYS Standards 2, 3 and 4 and two Summative Professional Reflections providing scores in NYS Standards 1, 5, 6 and 7 during the 4 year evaluation cycle.

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

3012e STEPS Teacher Scoring 4A.pdf

3012e STEPS Rating Levels - Sheet1.pdf

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.

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4A. Standard and Overall Ratings**

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Which teachers does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
☒ All teachers ☐ Teacher group 1 ☐ Teacher group 2 ☐ Teacher group 3	The final Overall Rating is calculated by taking a straight average of the seven Standard scores within a given evaluation cycle. If a decimal score exists, it will then be reduced to a whole number score using the following ranges: 4=Exceeds expectations: 3.50-4.0 3=Meets expectations: 2.50-3.49 2=Partially meets expectations: 1.50-2.49 1=Significantly below expectations: 0-1.49

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

3012-e Overall Score Report Form Tenured Teacher.pdf

TEACHER EVALUATION SCORING: TENURED TEACHERS**Are tenured teachers evaluated on an annual or multi-year evaluation cycle?**

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 4. TEACHER EVALUATION SCORING - 4B. Tenured Teacher Evaluation Schedule**

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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 <u>applicable tenured teachers</u> receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. A-L will complete the reflection response in Year 2 and then again Year 4. There will be an overall score at the end of the cycle.
Standard II: Knowledge of Content and Instructional Planning	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of the classroom observation. A-L will be observed in Year 1 and Year 3. There will be an overall score at the end of the cycle.
Standard III: Instructional Practice	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of the classroom observation. A-L will be observed in Year 1 and Year 3. There will be an overall score at the end of the cycle.
Standard IV: Learning Environment	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of the classroom observation. A-L will be observed in Year 1 and Year 3. There will be an overall score at the end of the cycle.
Standard V: Assessment for Student Learning	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. A-L will complete the reflection response in Year 2 and then again Year 4. There will be an overall score at the end of the cycle.
Standard VI: Professional Responsibilities and Collaboration	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. A-L will complete the reflection response in Year 2 and then again Year 4. There will be an overall score at the end of the cycle.
Standard VII: Professional Growth	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. A-L will complete the reflection response in Year 2 and then again Year 4. There will be an overall score at the end of the cycle.
Overall Rating	☒ Other: The overall rating will be calculated at the end of Year 4 of the evaluation cycle and include 2

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PART 4. TEACHER EVALUATION SCORING - 4B. Tenured Teacher Evaluation Schedule

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	How often will <u>applicable tenured teachers</u> receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
	observations and 2 scored reflection summary documents.

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 a subset of tenured teachers.

Please indicate the subset of tenured teachers the information above applies to.

Teachers will be broken into two groups based on the last name alpha split of A-L and M-Z. Both groups of tenured teachers will receive a minimum of 2 classroom observations and will be required to complete the Professional Reflective Summary. The Professional Reflective Summary will alternate with the required observation year based on the alpha split.

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TENURED TEACHER EVALUATION SCHEDULE: SUBSET 2

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 indicate the next subset of tenured teachers, then complete the schedule below to indicate the year(s) of the evaluation cycle in which you will rate each standard for this subset of tenured teachers.

Tenured teachers M-Z last name alpha split.

After completing the table, you may continue to additional page(s), if needed, to enter the evaluation schedule(s) for remaining subset(s) of tenured teachers.

	How often will the applicable subset of tenured teachers receive a rating for the indicated standard? <i>If an applicable rating will be provided in multiple years, please select all that apply.</i>
Standard I: Knowledge of Students and Student Learning	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. M-Z will complete the reflection response in Year 1 and then again Year 3. There will be an overall score at the end of the cycle.
Standard II: Knowledge of Content and Instructional Planning	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of the classroom observation. M-Z will be observed in Year 2 and Year 4. There will be an overall score at the end of the cycle.
Standard III: Instructional Practice	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of the classroom observation. M-Z will be observed in Year 2 and Year 4. There will be an overall score at the end of the cycle.
Standard IV: Learning Environment	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of the classroom observation. M-Z will be observed in Year 2 and Year 4. There will be an overall score at the end of the cycle.
Standard V: Assessment for Student Learning	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. M-Z will complete the reflection response in Year 1 and then again Year 3. There will be an overall score at the end of the cycle.
Standard VI: Professional Responsibilities and Collaboration	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. M-Z will complete the reflection response in Year 1 and then again Year 3. There will be an overall score at the end of the cycle.
Standard VII: Professional Growth	☒ Other: The tenured teachers will be split into two groups by last name (A-L or M-Z) and the teachers will alternate the year of reflection response. M-Z will complete the reflection response in Year 1 and then again Year 3. There will be an overall score at the end of the cycle.
Overall Rating	☒ Other: The overall rating will be calculated at the end of Year 4 of the evaluation cycle and include 2 observations and 2 scored reflection summary documents.

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PART 4. TEACHER EVALUATION SCORING - 4B-2. Tenured Teacher Evaluation Schedule

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Is there another subset of tenured teachers with a rating schedule different from that entered above and on the previous page?

☒ No, all tenured teachers have been addressed in the rating schedule entered in the table above and on the previous page.

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PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale

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PRINCIPAL EVALUATION: MEASURES

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

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

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

☒ Goal setting and attainment

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

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

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

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

☒ No, all principals use the same designated measures for each standard.

PRINCIPAL EVALUATION: RATIONALE

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

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	RATIONALE Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include: • How do the selected measure(s) identify principals' strengths and opportunities for their professional growth within the applicable leadership standards? • In what ways do the selected measure(s) offer valid, reliable, and actionable data that supports ongoing professional development and continuous improvement? • If principals are permitted to choose from a set of measures for an individual standard(s), please describe the selection procedure in the box for each applicable standard.
Standard 1: Mission, Vision, and Core Values	The selected PSEL standards—Mission, Vision & Core Values (1); Ethics and Professional Norms (2); Community of Care and Support for Students (5); Professional Community for Teachers & Staff (7); and School Improvement (10)—represent foundational elements of school leadership that are most authentically demonstrated through real-time practice. Conducting superintendent or designee site visits provides direct access to the principal's daily leadership actions and offers a holistic view of how these standards are enacted within the school environment. Why These Standards Are Best Assessed Through Site Visits PSEL 1: Mission, Vision & Core Values This standard is expressed not only through formal statements but through how a principal operationalizes the mission in daily decision-making, communication, and schoolwide priorities. Observing leadership team meetings, classroom walkthroughs, or strategic conversations allows the superintendent or designee to see whether the mission and core values truly guide practice. PSEL 2: Ethics and Professional Norms Professional ethics are most evident in interactions—tone, fairness, responsiveness, communication with staff and students, confidentiality practices, and relational trust. Site visits allow direct observation of how the principal navigates conflict, models professionalism, and maintains ethical decision-making. PSEL 5: Community of Care & Support for Students This standard demands evidence of an inclusive, safe, supportive environment. A site visit enables observation of student interactions, behavior systems, safety routines, support services, SEL practices, and the principal's presence as an advocate for student well-being. PSEL 7: Professional Community for Teachers & Staff Collaboration, communication structures, and staff culture cannot be fully understood through documents alone. Observing team meetings, PD sessions, walkthrough conversations, and informal staff interactions provides meaningful evidence of how the principal builds and sustains collective efficacy. PSEL 10: School Improvement Improvement efforts are visible through implementation—how data is used, how the principal monitors progress, how initiatives translate into classroom practice, and how the principal mobilizes staff toward schoolwide goals. Site visits provide real-time evidence of whether improvement efforts are coherent,

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	strategic, and aligned to student outcomes. How Principal Strengths and Growth Opportunities Will Be Identified Within each PSEL standard, the superintendent or designee will gather evidence using structured observation lenses aligned to the district's MPPR rubric. Strengths and growth opportunities will be identified through: 1. Observed Behaviors-Objective descriptions of what the principal says, does, organizes, or leads. 2. Impact on School Environment-How the principal's actions influence staff culture, student experience, and instructional quality. 3. Alignment to Rubric Indicators-Each observation is mapped to specific MPPR descriptors that correspond with PSEL standards. 4. Patterns Across Multiple Evidence Sources-Site visit data will be cross-referenced with climate data, teacher feedback, artifacts, and school improvement documentation. 5. Evidence-Based Feedback Statements-Strengths and growth areas will be articulated using factual, observable data rather than perception or inference. For each standard, the superintendent or designee will document: • Specific leadership actions exhibited during the visit • Consistent patterns of effective practice (strengths) • Noticings where practice does not yet meet the PSEL/MPPR expectations (growth opportunities) • Recommended next steps tied to professional learning aligned to the standard Ensuring Valid, Reliable, and Actionable Observation Data

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	Site visits are intentionally structured to ensure they produce high-quality evidence that supports continuous improvement. Validity • Evidence is gathered in authentic, natural school settings, ensuring that leadership behaviors are observed as they normally occur. • The superintendent or designee uses pre-identified "look-fors" tied directly to MPPR/PSEL language to ensure tight alignment to evaluation criteria. • Multiple types of interactions (student, teacher, family, leadership team) are observed to ensure comprehensive insight. Reliability • The superintendent or designee uses a consistent observation protocol and common evidence-collection templates for every principal. • Observation notes focus on objective, descriptive evidence rather than judgmental language. • When possible, observations are made across different contexts (e.g., walkthrough, team meeting, arrival/dismissal, student support meeting) to triangulate evidence. • The superintendent or designee calibrates across observations to ensure consistent application of the PSEL-aligned rubric. Actionability • Feedback is tied directly to observable behaviors and connected to PSEL indicators and MPPR rubric levels. • Each site visit generates targeted next steps that are specific, measurable, and immediately implementable.

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	• The feedback loop includes follow-up on prior recommendations, creating a continuous improvement cycle. • Actionable coaching suggestions and professional learning opportunities are included to support development in each standard. superintendent or designee or designee site visits provide a valid, reliable, and instructionally relevant method for assessing principal leadership practice aligned to PSEL Standards 1, 2, 5, 7, and 10. These standards reflect leadership actions that can only be accurately evaluated through authentic observation of school operations, staff interactions, and the principal's influence on culture, climate, and continuous improvement. Structured evidence collection tied to MPPR descriptors ensures that strengths and growth areas are identified objectively, producing actionable feedback that supports ongoing professional learning and drives continuous improvement.
Standard 2: Ethics and Professional Norms	The selected PSEL standards—Mission, Vision & Core Values (1); Ethics and Professional Norms (2); Community of Care and Support for Students (5); Professional Community for Teachers & Staff (7); and School Improvement (10)—represent foundational elements of school leadership that are most authentically demonstrated through real-time practice. Conducting superintendent or designee site visits provides direct access to the principal's daily leadership actions and offers a holistic view of how these standards are enacted within the school environment. Why These Standards Are Best Assessed Through Site Visits PSEL 1: Mission, Vision & Core Values This standard is expressed not only through formal statements but through how a principal operationalizes the mission in daily decision-making, communication, and schoolwide priorities. Observing leadership team meetings, classroom walkthroughs, or strategic conversations allows the superintendent or designee to see whether the mission and core values truly guide practice. PSEL 2: Ethics and Professional Norms Professional ethics are most evident in interactions—tone, fairness, responsiveness, communication with staff and students, confidentiality practices, and relational trust. Site visits allow direct observation of how the principal navigates conflict, models professionalism, and maintains ethical decision-making.

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	PSEL 5: Community of Care & Support for Students This standard demands evidence of an inclusive, safe, supportive environment. A site visit enables observation of student interactions, behavior systems, safety routines, support services, SEL practices, and the principal's presence as an advocate for student well-being. PSEL 7: Professional Community for Teachers & Staff Collaboration, communication structures, and staff culture cannot be fully understood through documents alone. Observing team meetings, PD sessions, walkthrough conversations, and informal staff interactions provides meaningful evidence of how the principal builds and sustains collective efficacy. PSEL 10: School Improvement Improvement efforts are visible through implementation—how data is used, how the principal monitors progress, how initiatives translate into classroom practice, and how the principal mobilizes staff toward schoolwide goals. Site visits provide real-time evidence of whether improvement efforts are coherent, strategic, and aligned to student outcomes. How Principal Strengths and Growth Opportunities Will Be Identified Within each PSEL standard, the superintendent or designee will gather evidence using structured observation lenses aligned to the district's MPPR rubric. Strengths and growth opportunities will be identified through: 1. Observed Behaviors-Objective descriptions of what the principal says, does, organizes, or leads. 2. Impact on School Environment-How the principal's actions influence staff culture, student experience, and instructional quality. 3. Alignment to Rubric Indicators-Each observation is mapped to specific MPPR descriptors that correspond with PSEL standards. 4. Patterns Across Multiple Evidence Sources-Site visit data will be cross-referenced with climate data, teacher feedback, artifacts, and school improvement documentation.

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	5. Evidence-Based Feedback Statements-Strengths and growth areas will be articulated using factual, observable data rather than perception or inference. For each standard, the superintendent or designee will document: • Specific leadership actions exhibited during the visit • Consistent patterns of effective practice (strengths) • Noticings where practice does not yet meet the PSEL/MPPR expectations (growth opportunities) • Recommended next steps tied to professional learning aligned to the standard Ensuring Valid, Reliable, and Actionable Observation Data Site visits are intentionally structured to ensure they produce high-quality evidence that supports continuous improvement. Validity • Evidence is gathered in authentic, natural school settings, ensuring that leadership behaviors are observed as they normally occur. • The superintendent or designee uses pre-identified "look-fors" tied directly to MPPR/PSEL language to ensure tight alignment to evaluation criteria. • Multiple types of interactions (student, teacher, family, leadership team) are observed to ensure comprehensive insight. Reliability • The superintendent or designee uses a consistent observation protocol and common evidence-collection templates for every principal. • Observation notes focus on objective, descriptive evidence rather than judgmental language.

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	• When possible, observations are made across different contexts (e.g., walkthrough, team meeting, arrival/dismissal, student support meeting) to triangulate evidence. • The superintendent or designee calibrates across observations to ensure consistent application of the PSEL-aligned rubric. Actionability • Feedback is tied directly to observable behaviors and connected to PSEL indicators and MPPR rubric levels. • Each site visit generates targeted next steps that are specific, measurable, and immediately implementable. • The feedback loop includes follow-up on prior recommendations, creating a continuous improvement cycle. • Actionable coaching suggestions and professional learning opportunities are included to support development in each standard. superintendent or designee or designee site visits provide a valid, reliable, and instructionally relevant method for assessing principal leadership practice aligned to PSEL Standards 1, 2, 5, 7, and 10. These standards reflect leadership actions that can only be accurately evaluated through authentic observation of school operations, staff interactions, and the principal's influence on culture, climate, and continuous improvement. Structured evidence collection tied to MPPR descriptors ensures that strengths and growth areas are identified objectively, producing actionable feedback that supports ongoing professional learning and drives continuous improvement.
Standard 3: Equity and Cultural Responsiveness	The selected PSEL standards-Equity & Cultural Responsiveness (3); Curriculum, Instruction & Assessment (4); Professional Capacity of School Personnel (6); Meaningful Engagement of Families & Community (8); and Operations & Management (9)-are complex leadership domains that require long-term planning, implementation, monitoring, and adjustment. These standards involve systems-level work that is best evaluated through goal setting, progress monitoring, and outcomes-based evidence rather than a single observation. Evaluating these standards through annual leadership goals provides an

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	authentic and comprehensive representation of principal practice. Goals will be evaluated by the superintendent or their designee. PSEL 3: Equity and Cultural Responsiveness Equity work requires analyzing data, implementing interventions, adjusting practices, and monitoring student outcomes over time. Equity-focused goals allow demonstration of systems-level actions not fully observable in a brief site visit. PSEL 4: Curriculum, Instruction & Assessment Curricular and instructional improvement occurs over multiple months. Goals enable evaluation of planning, coaching cycles, instructional improvement strategies, and data-driven decision-making. PSEL 6: Professional Capacity of School Personnel Developing teacher capacity requires structured systems such as coaching cycles, PLCs, and feedback loops. Annual goals reflect the sustained nature of this work. PSEL 8: Meaningful Engagement of Families & Community Family and community engagement requires building communication systems, partnerships, and ongoing engagement structures. Goals capture how these systems develop and their impact. PSEL 9: Operations & Management Operations involve budgeting, scheduling, facilities, and safety systems. Goals allow evaluation of planning, resource allocation, and improvements over time. Identifying Strengths and Growth Opportunities For each goal aligned to PSEL standards, the superintendent or designee will: • Analyze observable patterns across evidence. Use MPPR rubric indicators aligned to PSEL standards. • Identify strengths based on effective planning, data use, and impact. • Identify growth opportunities based on inconsistencies or limited impact. • Provide standards-aligned coaching feedback and next steps. Validity: • Evidence tied to school needs and measurable indicators. • Longitudinal data ensures stronger accuracy of leadership effectiveness. Reliability: • Consistent goal-setting and monitoring protocols.

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	• Rubric-aligned evaluation ensures consistent application across principals. • Multiple evidence sources ensure triangulation. Actionability: • Goals include measurable outcomes and benchmarks. • Mid-year check-ins guide adjustments. • Feedback results in concrete next steps aligned to professional learning. • Establishes a continuous improvement cycle: Plan → Implement → Monitor → Adjust → Evaluate → Refine. Principal goals provide a valid, reliable, and actionable method for evaluating PSEL Standards 3, 4, 6, 8, and 9. These domains reflect long-term, systems-level leadership work that is best demonstrated through strategic goal setting and monitoring. The superintendent or designee evaluates each goal using the MPPR rubric, identifying strengths, growth areas, and targeted next steps that contribute to ongoing professional development and continuous improvement.
Standard 4: Curriculum, Instruction, and Assessment	The selected PSEL standards-Equity & Cultural Responsiveness (3); Curriculum, Instruction & Assessment (4); Professional Capacity of School Personnel (6); Meaningful Engagement of Families & Community (8); and Operations & Management (9)-are complex leadership domains that require long-term planning, implementation, monitoring, and adjustment. These standards involve systems-level work that is best evaluated through goal setting, progress monitoring, and outcomes-based evidence rather than a single observation. Evaluating these standards through annual leadership goals provides an authentic and comprehensive representation of principal practice. Goals will be evaluated by the superintendent or their designee. PSEL 3: Equity and Cultural Responsiveness Equity work requires analyzing data, implementing interventions, adjusting practices, and monitoring student outcomes over time. Equity-focused goals allow demonstration of systems-level actions not fully observable in a brief site visit. PSEL 4: Curriculum, Instruction & Assessment Curricular and instructional improvement occurs over multiple months. Goals enable evaluation of planning, coaching cycles, instructional improvement strategies, and data-driven decision-making. PSEL 6: Professional Capacity of School Personnel Developing teacher capacity requires structured systems such as coaching cycles, PLCs, and feedback

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	MPPR rubric, identifying strengths, growth areas, and targeted next steps that contribute to ongoing professional development and continuous improvement.
Standard 5: Community of Care and Support for Students	The selected PSEL standards—Mission, Vision & Core Values (1); Ethics and Professional Norms (2); Community of Care and Support for Students (5); Professional Community for Teachers & Staff (7); and School Improvement (10)—represent foundational elements of school leadership that are most authentically demonstrated through real-time practice. Conducting superintendent or designee site visits provides direct access to the principal's daily leadership actions and offers a holistic view of how these standards are enacted within the school environment. Why These Standards Are Best Assessed Through Site Visits PSEL 1: Mission, Vision & Core Values This standard is expressed not only through formal statements but through how a principal operationalizes the mission in daily decision-making, communication, and schoolwide priorities. Observing leadership team meetings, classroom walkthroughs, or strategic conversations allows the superintendent or designee to see whether the mission and core values truly guide practice. PSEL 2: Ethics and Professional Norms Professional ethics are most evident in interactions—tone, fairness, responsiveness, communication with staff and students, confidentiality practices, and relational trust. Site visits allow direct observation of how the principal navigates conflict, models professionalism, and maintains ethical decision-making. PSEL 5: Community of Care & Support for Students This standard demands evidence of an inclusive, safe, supportive environment. A site visit enables observation of student interactions, behavior systems, safety routines, support services, SEL practices, and the principal's presence as an advocate for student well-being. PSEL 7: Professional Community for Teachers & Staff Collaboration, communication structures, and staff culture cannot be fully understood through documents alone. Observing team meetings, PD sessions, walkthrough conversations, and informal staff interactions provides meaningful evidence of how the principal builds and sustains collective efficacy. PSEL 10: School Improvement

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5A. Measures and Rationale**

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	Improvement efforts are visible through implementation—how data is used, how the principal monitors progress, how initiatives translate into classroom practice, and how the principal mobilizes staff toward schoolwide goals. Site visits provide real-time evidence of whether improvement efforts are coherent, strategic, and aligned to student outcomes. How Principal Strengths and Growth Opportunities Will Be Identified Within each PSEL standard, the superintendent or designee will gather evidence using structured observation lenses aligned to the district's MPPR rubric. Strengths and growth opportunities will be identified through: 1. Observed Behaviors-Objective descriptions of what the principal says, does, organizes, or leads. 2. Impact on School Environment-How the principal's actions influence staff culture, student experience, and instructional quality. 3. Alignment to Rubric Indicators-Each observation is mapped to specific MPPR descriptors that correspond with PSEL standards. 4. Patterns Across Multiple Evidence Sources-Site visit data will be cross-referenced with climate data, teacher feedback, artifacts, and school improvement documentation. 5. Evidence-Based Feedback Statements-Strengths and growth areas will be articulated using factual, observable data rather than perception or inference. For each standard, the superintendent or designee will document: • Specific leadership actions exhibited during the visit • Consistent patterns of effective practice (strengths) • Noticings where practice does not yet meet the PSEL/MPPR expectations (growth opportunities) • Recommended next steps tied to professional learning aligned to the standard

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	Ensuring Valid, Reliable, and Actionable Observation Data Site visits are intentionally structured to ensure they produce high-quality evidence that supports continuous improvement. Validity • Evidence is gathered in authentic, natural school settings, ensuring that leadership behaviors are observed as they normally occur. • The superintendent or designee uses pre-identified "look-fors" tied directly to MPPR/PSEL language to ensure tight alignment to evaluation criteria. • Multiple types of interactions (student, teacher, family, leadership team) are observed to ensure comprehensive insight. Reliability • The superintendent or designee uses a consistent observation protocol and common evidence-collection templates for every principal. • Observation notes focus on objective, descriptive evidence rather than judgmental language. • When possible, observations are made across different contexts (e.g., walkthrough, team meeting, arrival/dismissal, student support meeting) to triangulate evidence. • The superintendent or designee calibrates across observations to ensure consistent application of the PSEL-aligned rubric. Actionability • Feedback is tied directly to observable behaviors and connected to PSEL indicators and MPPR rubric levels.

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	• Each site visit generates targeted next steps that are specific, measurable, and immediately implementable. • The feedback loop includes follow-up on prior recommendations, creating a continuous improvement cycle. • Actionable coaching suggestions and professional learning opportunities are included to support development in each standard. superintendent or designee or designee site visits provide a valid, reliable, and instructionally relevant method for assessing principal leadership practice aligned to PSEL Standards 1, 2, 5, 7, and 10. These standards reflect leadership actions that can only be accurately evaluated through authentic observation of school operations, staff interactions, and the principal's influence on culture, climate, and continuous improvement. Structured evidence collection tied to MPPR descriptors ensures that strengths and growth areas are identified objectively, producing actionable feedback that supports ongoing professional learning and drives continuous improvement.
Standard 6: Professional Capacity of School Personnel	The selected PSEL standards-Equity & Cultural Responsiveness (3); Curriculum, Instruction & Assessment (4); Professional Capacity of School Personnel (6); Meaningful Engagement of Families & Community (8); and Operations & Management (9)-are complex leadership domains that require long-term planning, implementation, monitoring, and adjustment. These standards involve systems-level work that is best evaluated through goal setting, progress monitoring, and outcomes-based evidence rather than a single observation. Evaluating these standards through annual leadership goals provides an authentic and comprehensive representation of principal practice. Goals will be evaluated by the superintendent or their designee. PSEL 3: Equity and Cultural Responsiveness Equity work requires analyzing data, implementing interventions, adjusting practices, and monitoring student outcomes over time. Equity-focused goals allow demonstration of systems-level actions not fully observable in a brief site visit. PSEL 4: Curriculum, Instruction & Assessment Curricular and instructional improvement occurs over multiple months. Goals enable evaluation of planning, coaching cycles, instructional improvement strategies, and data-driven decision-making. PSEL 6: Professional Capacity of School Personnel

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	Developing teacher capacity requires structured systems such as coaching cycles, PLCs, and feedback loops. Annual goals reflect the sustained nature of this work. PSEL 8: Meaningful Engagement of Families & Community Family and community engagement requires building communication systems, partnerships, and ongoing engagement structures. Goals capture how these systems develop and their impact. PSEL 9: Operations & Management Operations involve budgeting, scheduling, facilities, and safety systems. Goals allow evaluation of planning, resource allocation, and improvements over time. Identifying Strengths and Growth Opportunities For each goal aligned to PSEL standards, the superintendent or designee will: • Analyze observable patterns across evidence. Use MPPR rubric indicators aligned to PSEL standards. • Identify strengths based on effective planning, data use, and impact. • Identify growth opportunities based on inconsistencies or limited impact. • Provide standards-aligned coaching feedback and next steps. Validity: • Evidence tied to school needs and measurable indicators. • Longitudinal data ensures stronger accuracy of leadership effectiveness. Reliability: • Consistent goal-setting and monitoring protocols. • Rubric-aligned evaluation ensures consistent application across principals. • Multiple evidence sources ensure triangulation. Actionability: • Goals include measurable outcomes and benchmarks. • Mid-year check-ins guide adjustments. • Feedback results in concrete next steps aligned to professional learning. • Establishes a continuous improvement cycle: Plan → Implement → Monitor → Adjust → Evaluate → Refine. Principal goals provide a valid, reliable, and actionable method for evaluating PSEL Standards 3, 4, 6, 8, and 9. These domains reflect long-term, systems-level leadership work that is best demonstrated through

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	strategic goal setting and monitoring. The superintendent or designee evaluates each goal using the MPPR rubric, identifying strengths, growth areas, and targeted next steps that contribute to ongoing professional development and continuous improvement.
Standard 7: Professional Community for Teachers and Staff	The selected PSEL standards—Mission, Vision & Core Values (1); Ethics and Professional Norms (2); Community of Care and Support for Students (5); Professional Community for Teachers & Staff (7); and School Improvement (10)—represent foundational elements of school leadership that are most authentically demonstrated through real-time practice. Conducting superintendent or designee site visits provides direct access to the principal's daily leadership actions and offers a holistic view of how these standards are enacted within the school environment. Why These Standards Are Best Assessed Through Site Visits PSEL 1: Mission, Vision & Core Values This standard is expressed not only through formal statements but through how a principal operationalizes the mission in daily decision-making, communication, and schoolwide priorities. Observing leadership team meetings, classroom walkthroughs, or strategic conversations allows the superintendent or designee to see whether the mission and core values truly guide practice. PSEL 2: Ethics and Professional Norms Professional ethics are most evident in interactions—tone, fairness, responsiveness, communication with staff and students, confidentiality practices, and relational trust. Site visits allow direct observation of how the principal navigates conflict, models professionalism, and maintains ethical decision-making. PSEL 5: Community of Care & Support for Students This standard demands evidence of an inclusive, safe, supportive environment. A site visit enables observation of student interactions, behavior systems, safety routines, support services, SEL practices, and the principal's presence as an advocate for student well-being. PSEL 7: Professional Community for Teachers & Staff Collaboration, communication structures, and staff culture cannot be fully understood through documents alone. Observing team meetings, PD sessions, walkthrough conversations, and informal staff interactions provides meaningful evidence of how the principal builds and sustains collective efficacy.

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	PSEL 10: School Improvement Improvement efforts are visible through implementation—how data is used, how the principal monitors progress, how initiatives translate into classroom practice, and how the principal mobilizes staff toward schoolwide goals. Site visits provide real-time evidence of whether improvement efforts are coherent, strategic, and aligned to student outcomes. How Principal Strengths and Growth Opportunities Will Be Identified Within each PSEL standard, the superintendent or designee will gather evidence using structured observation lenses aligned to the district's MPPR rubric. Strengths and growth opportunities will be identified through: 1. Observed Behaviors-Objective descriptions of what the principal says, does, organizes, or leads. 2. Impact on School Environment-How the principal's actions influence staff culture, student experience, and instructional quality. 3. Alignment to Rubric Indicators-Each observation is mapped to specific MPPR descriptors that correspond with PSEL standards. 4. Patterns Across Multiple Evidence Sources-Site visit data will be cross-referenced with climate data, teacher feedback, artifacts, and school improvement documentation. 5. Evidence-Based Feedback Statements-Strengths and growth areas will be articulated using factual, observable data rather than perception or inference. For each standard, the superintendent or designee will document: • Specific leadership actions exhibited during the visit • Consistent patterns of effective practice (strengths) • Noticings where practice does not yet meet the PSEL/MPPR expectations (growth opportunities)

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Standard 8: Meaningful Engagement of Families and Community	The selected PSEL standards-Equity & Cultural Responsiveness (3); Curriculum, Instruction & Assessment (4); Professional Capacity of School Personnel (6); Meaningful Engagement of Families & Community (8); and Operations & Management (9)-are complex leadership domains that require long-term planning, implementation, monitoring, and adjustment. These standards involve systems-level work that is best evaluated through goal setting, progress monitoring, and outcomes-based evidence rather than a single observation. Evaluating these standards through annual leadership goals provides an authentic and comprehensive representation of principal practice. Goals will be evaluated by the superintendent or their designee. PSEL 3: Equity and Cultural Responsiveness Equity work requires analyzing data, implementing interventions, adjusting practices, and monitoring student outcomes over time. Equity-focused goals allow demonstration of systems-level actions not fully observable in a brief site visit. PSEL 4: Curriculum, Instruction & Assessment Curricular and instructional improvement occurs over multiple months. Goals enable evaluation of planning, coaching cycles, instructional improvement strategies, and data-driven decision-making.

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	PSEL 6: Professional Capacity of School Personnel Developing teacher capacity requires structured systems such as coaching cycles, PLCs, and feedback loops. Annual goals reflect the sustained nature of this work. PSEL 8: Meaningful Engagement of Families & Community Family and community engagement requires building communication systems, partnerships, and ongoing engagement structures. Goals capture how these systems develop and their impact. PSEL 9: Operations & Management Operations involve budgeting, scheduling, facilities, and safety systems. Goals allow evaluation of planning, resource allocation, and improvements over time. Identifying Strengths and Growth Opportunities For each goal aligned to PSEL standards, the superintendent or designee will: • Analyze observable patterns across evidence. Use MPPR rubric indicators aligned to PSEL standards. • Identify strengths based on effective planning, data use, and impact. • Identify growth opportunities based on inconsistencies or limited impact. • Provide standards-aligned coaching feedback and next steps. Validity: • Evidence tied to school needs and measurable indicators. • Longitudinal data ensures stronger accuracy of leadership effectiveness. Reliability: • Consistent goal-setting and monitoring protocols. • Rubric-aligned evaluation ensures consistent application across principals. • Multiple evidence sources ensure triangulation. Actionability: • Goals include measurable outcomes and benchmarks. • Mid-year check-ins guide adjustments. • Feedback results in concrete next steps aligned to professional learning. • Establishes a continuous improvement cycle: Plan → Implement → Monitor → Adjust → Evaluate → Refine. Principal goals provide a valid, reliable, and actionable method for evaluating PSEL Standards 3, 4, 6, 8,

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	and 9. These domains reflect long-term, systems-level leadership work that is best demonstrated through strategic goal setting and monitoring. The superintendent or designee evaluates each goal using the MPPR rubric, identifying strengths, growth areas, and targeted next steps that contribute to ongoing professional development and continuous improvement.
Standard 9: Operations and Management	The selected PSEL standards-Equity & Cultural Responsiveness (3); Curriculum, Instruction & Assessment (4); Professional Capacity of School Personnel (6); Meaningful Engagement of Families & Community (8); and Operations & Management (9)-are complex leadership domains that require long-term planning, implementation, monitoring, and adjustment. These standards involve systems-level work that is best evaluated through goal setting, progress monitoring, and outcomes-based evidence rather than a single observation. Evaluating these standards through annual leadership goals provides an authentic and comprehensive representation of principal practice. Goals will be evaluated by the superintendent or their designee. PSEL 3: Equity and Cultural Responsiveness Equity work requires analyzing data, implementing interventions, adjusting practices, and monitoring student outcomes over time. Equity-focused goals allow demonstration of systems-level actions not fully observable in a brief site visit. PSEL 4: Curriculum, Instruction & Assessment Curricular and instructional improvement occurs over multiple months. Goals enable evaluation of planning, coaching cycles, instructional improvement strategies, and data-driven decision-making. PSEL 6: Professional Capacity of School Personnel Developing teacher capacity requires structured systems such as coaching cycles, PLCs, and feedback loops. Annual goals reflect the sustained nature of this work. PSEL 8: Meaningful Engagement of Families & Community Family and community engagement requires building communication systems, partnerships, and ongoing engagement structures. Goals capture how these systems develop and their impact. PSEL 9: Operations & Management Operations involve budgeting, scheduling, facilities, and safety systems. Goals allow evaluation of planning, resource allocation, and improvements over time. Identifying Strengths and Growth Opportunities For each goal aligned to PSEL standards, the superintendent or designee will:

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Standard 10: School Improvement	The selected PSEL standards—Mission, Vision & Core Values (1); Ethics and Professional Norms (2); Community of Care and Support for Students (5); Professional Community for Teachers & Staff (7); and School Improvement (10)—represent foundational elements of school leadership that are most authentically demonstrated through real-time practice. Conducting superintendent or designee site visits provides direct access to the principal's daily leadership actions and offers a holistic view of how these standards are enacted within the school environment.

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PART 5. PRINCIPAL EVALUATION - 5D. Goal Setting and Attainment

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GOAL SETTING AND ATTAINMENT

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

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

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

Goal Creation

WHAT INFORMATION WILL BE USED TO CREATE GOALS?

Please select all that apply.

☒ Other: Principal goals will be developed to align with the school district's Strategic Plan.

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.

Principals Goals Template.pdf

Goal Setting and Evaluation

	WHO WILL SET GOALS FOR PRINCIPALS? <i>Please select all that apply.</i>	WHO WILL MONITOR GOAL PROGRESS? <i>Please select all that apply.</i>	WHO WILL EVALUATE GOAL ATTAINMENT? <i>Please select all that apply.</i>	HOW FREQUENTLY WILL PROGRESS TOWARD ACHIEVING GOALS BE EVALUATED?
	☒ Principal (self-determined) ☒ Supervisor	☒ Principal (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 7.

HOW IS GOAL ATTAINMENT SCORED?

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

The district uses the Multidimensional Principal Performance Rubric (MPPR) to evaluate principal performance. This rubric is organized around the Professional Standards for Educational Leaders (PSEL), with each Domain aligned to one or more PSEL Standards. Each Domain is further divided into components and indicators that describe specific leadership practices and behaviors.

The district evaluates each applicable PSEL Standard by focusing on selected MPPR Domains, as outlined in the rationale above.

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5D. Goal Setting and Attainment**

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These Domains are assessed through a combination of school site visits (principal observations) and principal goals, depending on the nature of the leadership work associated with each standard. Principal goals will be evaluated by the superintendent or designee as part of the STEPS Plan. Goal attainment is scored using the MPPR rubric, which is aligned to the Professional Standards for Educational Leaders (PSEL)-specifically Standards 3, 4, 6, 8, and 9. These standards represent high-impact leadership domains that require sustained, systems-level work and are therefore appropriately assessed through the principal goal-setting process.

Principal Goals

Principal goals are used to assess leadership practices that require sustained, systems-level work and are not fully observable during a single site visit. Each goal must be aligned to the District Strategic Plan and to one or more MPPR Domains, which are aligned to PSEL Standards 3, 4, 6, 8, and 9.

At the conclusion of the evaluation cycle, each goal is reviewed and scored by the superintendent or designee using the MPPR rubric and a four-point scale (1–4). Scoring is based on the degree to which the principal met the stated outcomes, the quality of implementation, and the impact on students, staff, and school systems. When multiple Domains are associated with a goal, the evaluator will consider evidence across all aligned Domains to determine a single goal score.

1. Submission and Review of Goals

Each principal submits annual leadership goals that must:

1. Directly align to one or more priorities in the District's Strategic Plan
2. Include measurable success criteria, timelines, and the data sources that will be used to determine progress
3. Reflect systems-level leadership work (equity, instruction, community engagement, operations, capacity building)

The superintendent or designee reviews each goal at the beginning of the school year to ensure:

- Alignment with district strategic priorities
- Clear, measurable indicators of success
- Evidence sources that allow for valid and reliable scoring
- Direct correlation to MPPR domains associated with the PSEL standards

2. Evidence Collection Throughout the Year

Principals provide evidence to the superintendent or designee tied to each goal. Evidence may include:

- Student learning or performance data
- Equity audits or subgroup analyses
- PLC or PD documentation
- Feedback/observation data from instructional rounds
- Family and community engagement metrics
- Budget, scheduling, or operational plans
- Implementation records, meeting notes, and progress monitoring tools

This ongoing collection ensures that the final goal rating reflects longitudinal performance, not a single event.

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3. Mid-Year Reflection and Adjustment

A mid-year check-in and review of the Principal's goals occurs to:

- Review evidence collected to date
- Assess progress toward goal benchmarks
- Adjust strategies, supports, or resources as needed
- Ensure alignment with evolving school or district priorities

This process strengthens reliability and leads to richer, more actionable end-of-year evaluations.

4. End-of-Year Evaluation Process

At the end of the year, principals submit:

- A written review summarizing progress
- Evidence demonstrating implementation and impact
- Data showing measurable outcomes

The superintendent or designee reviews all evidence using the MPPR rubric indicators aligned to PSEL Standards 3, 4, 6, 8, and 9.

5. Scoring of Goal Attainment

Each Principal goal will be evaluated using the relevant components and domains of the MPPR rubric and scored on a 1–4 scale. Each MPPR domain is aligned to a corresponding PSEL Standard; therefore, goal scores contribute directly to the scoring of the associated PSEL Standards. All indicators aligned to a given PSEL Standard are weighted equally. When multiple goals align to the same PSEL Standard, all relevant indicators across those goals will be evaluated, weighted equally, and averaged to produce a single score for that PSEL Standard. When only one goal aligns to a PSEL Standard, the score for that goal will serve as the final score for the corresponding PSEL Standard. The scoring will be rated as:

4-Exceeds Expectations (3.50–4.00)

The principal exceeded the expectations of the goal, demonstrated high-impact leadership aligned to the District Strategic Plan, and provided evidence of substantial positive outcomes for students, staff, or systems.

3-Meets Expectations (2.50-3.49)

The principal met the expectations of the goal, demonstrated consistent leadership aligned to the strategic plan, and showed evidence of meaningful progress and positive outcomes.

2-Partially Meets Expectations (1.50-2.49)

The principal made progress but did not fully meet goal expectations. Evidence shows partial implementation, inconsistent progress, or limited impact.

1-Significantly Below Expectations (1.0-1.49)

The principal did not meet the goal expectations. Evidence shows minimal progress, insufficient implementation, or no measurable impact on student learning, staff capacity, or school systems.

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Scoring is directly tied to MPPR Domains aligned to:

- PSEL 3 – Equity & Cultural Responsiveness
- PSEL 4 – Curriculum, Instruction, & Assessment
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 8 – Family & Community Engagement
- PSEL 9 – Operations & Management

6. Final Goal Score Calculation

If multiple goals are used, each goal will receive an individual 1–4 rating.

The superintendent or designee will use a straight average to calculate an individual score for each goal.

7. Ensuring Valid, Reliable, and Actionable Ratings

Validity

- Goals are explicitly tied to Strategic Plan priorities
- Evidence comes from authentic work produced throughout the year
- Clear success criteria ensure ratings reflect true leadership impact

Reliability

- A consistent MPPR scoring rubric is used across all principals
- Indicators are aligned to nationally recognized PSEL standards
- Evidence is triangulated from multiple data sources
- Superintendent/designee scoring uses a standardized process

Actionability

- Final ratings include narrative feedback
- Strengths and growth opportunities are identified
- Next steps guide the principal's professional learning plan for the following year
- The process promotes continuous improvement and reinforces strategic priorities

Educator Evaluation §3012-e - Education Law §3012-e

PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits

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PRINCIPAL SCHOOL VISITS

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

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

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

School Visit Instrument

WHAT INSTRUMENT WILL BE USED TO CONDUCT SCHOOL VISITS?

Multidimensional Principal Performance Rubric

School Visit Process

	WHO WILL CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>	HOW MANY SCHOOL VISITS WILL BE CONDUCTED ACROSS THE EVALUATION CYCLE?	WHAT IS THE NATURE OF THE SCHOOL VISITS TO BE CONDUCTED? - Formal school visits may include planned school visits and pre- and post-school visit activities. - Informal school visits may include walk-throughs of building or activities. <i>Please select all that apply.</i>	WHICH METHOD(S) WILL BE USED TO CONDUCT SCHOOL VISITS? <i>Please select all that apply.</i>
	☒ Supervisor	2	☒ Formal, announced ☒ Formal, unannounced ☒ Informal, announced ☒ Informal, unannounced	☒ In person

School Visit Scoring

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

HOW ARE PRINCIPAL SCHOOL VISITS SCORED?

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

The district uses the Multidimensional Principal Performance Rubric (MPPR) to evaluate principal performance. The MPPR is aligned to the Professional Standards for Educational Leaders (PSEL), with each rubric domain corresponding to one or more PSEL standards. Each domain includes components and indicators that describe observable and measurable leadership practices. The district evaluates applicable PSEL standards through a combination of school site visits (principal observations) and principal goals, based on the nature of the leadership work associated with each standard. School site visits are used to assess leadership practices that are best evaluated through direct observation and real-time evidence.

Educator Evaluation §3012-e - Education Law §3012-e**PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits**

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During each school site visit, the superintendent or designee collects evidence of observable leadership practices aligned to the applicable MPPR domains. The evaluator rates only those indicators that are directly observed or substantiated through evidence gathered during the visit, using the MPPR four-point scale (1–4).

For each visit, the scores of all observed indicators within a domain are averaged to determine a domain score. If only one indicator within a domain is observed, that score serves as the domain score for the visit. This process is applied consistently across all site visits. At the conclusion of the evaluation cycle, domain scores from all site visits are averaged equally to determine the final score for each applicable PSEL standard. Because school site visits serve as the sole measure for these standards, the final standard score also serves as the overall observation measure score.

PSEL Standards Assessed Through Site Visits

School site visits are used to assess PSEL Standards 1, 2, 5, 7, and 10, which emphasize mission and vision, ethical leadership, student support, professional community, and continuous school improvement. These standards are aligned to the following MPPR domains:

- Domain 1 – Shared Vision of Learning (PSEL 1, 10)
- Domain 2 – School Culture and Instructional Program (PSEL 5, 7)
- Domain 3 – Safe, Efficient, and Effective Environment (PSEL 5)
- Domain 4 – Community (PSEL 7, 10)
- Domain 5 – Integrity, Fairness, and Ethics (PSEL 2)

Principal performance is evaluated against the behavioral indicators within each applicable domain, ensuring a structured and consistent scoring framework. Each domain observed during a site visit is scored individually based on evidence. Site visit observations are scored using the MPPR four-point scale:

- 4-Exceeds Expectations (3.50–4.00): Leadership practices exceed expectations and demonstrate a positive, sustained impact on students, staff, and school systems.
- 3-Meets Expectations (2.50–3.49): Leadership practices consistently meet expectations and support effective school operations and improvement.
- 2-Partially Meets Expectations (1.50–2.49): Leadership practices partially meet expectations, with inconsistent implementation or limited impact.
- 1-Significantly Below Expectations (1.00–1.49): Leadership practices do not meet expectations and demonstrate minimal or negative impact.

Following each site visit, the superintendent or designee provides feedback aligned to the MPPR domains and PSEL standards. This feedback identifies leadership strengths and areas for growth based on:

- Observable leadership behaviors
- Alignment to rubric indicators
- Impact on school climate, staff capacity, and student outcomes
- Patterns across multiple observations and settings

Feedback includes actionable recommendations that support targeted professional learning and continuous improvement. This evaluation approach ensures:

- Validity through the collection of evidence in authentic school leadership contexts
- Reliability through consistent use of a standardized rubric and multiple observations across the year
- Actionability through rubric-aligned feedback that informs professional development and instructional leadership practice

Educator Evaluation §3012-e - Education Law §3012-e

PART 5. PRINCIPAL EVALUATION - 5H. Principal School Visits

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School site visits provide a valid, reliable, and evidence-based method for evaluating principal leadership. By aligning observations to the MPPR rubric and PSEL Standards 1, 2, 5, 7, and 10, the district ensures a fair, consistent, and meaningful assessment process that supports principal growth and sustained school improvement.

Educator Evaluation §3012-e - Education Law §3012-e

5J. Culturally Responsive-Sustaining Education - Principal Measures and CRSE

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CULTURALLY RESPONSIVE-SUSTAINING EDUCATION

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

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

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

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

The CR-S framework helps educators create student-centered learning environments that affirm identities, prepare students for rigor, develop connections across differences, elevate marginalized voices, and empower students as agents of social change,. The four CR-S principles are: Welcoming and Affirming Environment, High Expectations and Rigorous Instruction, Inclusive Curriculum and Assessment, and Ongoing Professional Learning,.

Below is an outline of how the PSEL standards are distributed between Observations and Goals, and how they connect to the MPPR Domains and the CR-S principles:

Principal Observations (PSEL Standards 1, 2, 5, 7, 10)

Measures based on principal observations encompass the daily operations, leadership modeling, instructional monitoring, and maintenance of school environment and systems.

PSEL Standards for Observation	Corresponding MPPR Domain(s)	CR-S Principle Alignment	Key Focus for School Leaders (Evidence from Sources)
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Educator Evaluation §3012-e - Education Law §3012-e**5J. Culturally Responsive-Sustaining Education - Principal Measures and CRSE**

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1, 2, 5	School Culture (PSEL 1, 2, 3, 5)	Welcoming and Affirming Environment	These standards focus on developing and maintaining a student-centered culture based on trust, equity, inclusiveness, and high expectations. Leaders must conduct periodic review of school policies (e.g., discipline code) using best practices like restorative justice, and create a visibly multilingual and multicultural environment.
7	Capacity Building (PSEL 6, 7)	Ongoing Professional Learning	This focuses on building the collective capacity of staff. Highly effective leaders implement robust professional learning systems and provide actionable feedback that improves instruction. Leaders provide opportunities for training on topics like diversity, equity, and inclusion and developing racial literacy.
5, 7	Instructional Program (PSEL 4, 5, 6, 7)	High Expectations and Rigorous Instruction & Inclusive Curriculum and Assessment	These standards address ensuring coherent curriculum, effective instruction, and continuous monitoring of teaching and learning,. Leaders must ensure rigorous instruction for all students regardless of identity markers and support differentiated, culturally responsive instruction,.
1, 10	Goal Setting (PSEL 1, 4, 10)	High Expectations and Rigorous Instruction	This involves monitoring progress toward measurable, data-informed goals and aligning data-informed planning for student learning to the school's mission.

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1, 10	Strategic Planning (PSEL 1, 8, 9, 10)	Inclusive Curriculum and Assessment	This involves strategically aligning resources and systems. Leaders ensure resources support equity and school priorities.
2, 10	Sustainability (PSEL 2, 8, 9, 10)	Welcoming and Affirming Environment	This focuses on ethical stewardship, operations, and long-term organizational improvement,. Effective leaders maintain effective operations and community relationships.

Principal Goals (PSEL Standards 3, 4, 6, 8, 9)

Measures based on submitted goals typically focus on growth, planning, and specific outcomes requiring strategic action, leadership development, and structural changes.

PSEL Standards for Goals	Corresponding MPPR Domain(s)	CR-S Principle Alignment	Key Focus for School Leaders (Evidence from Sources)
3	School Culture (PSEL 1, 2, 3, 5)	Welcoming and Affirming Environment	Goals tied to PSEL 3 focus on establishing a shared mission and vision and modeling ethics. Goals should aim to foster a culture of trust, collaboration, and continuous improvement. Leaders should focus on developing multiple means of ongoing family engagement and providing interpretation services.
6	Capacity Building (PSEL 6, 7)	Ongoing Professional Learning	Goals tied here address recruiting, developing, and retaining high-quality staff. Leaders must plan to build professional capacity and a collaborative culture, such as creating learning communities for staff to engage in topics that address educator identities and unpack privilege.

Educator Evaluation §3012-e - Education Law §3012-e**5J. Culturally Responsive-Sustaining Education - Principal Measures and CRSE**

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4	Goal Setting (PSEL 1, 4, 10) & Instructional Program (PSEL 4, 5, 6, 7)	High Expectations and Rigorous Instruction	PSEL 4 requires planning and goals related to the instructional program and learning,. Goals should aim to strengthen learning capacity by embedding cognitive and instructional strategies into teacher coaching that puts the cognitive lift on students. Leaders must commit to having high expectations and ensuring rigorous instruction for all students.
8, 9	Strategic Planning (PSEL 1, 8, 9, 10) & Sustainability (PSEL 2, 8, 9, 10)	Inclusive Curriculum and Assessment	Goals should focus on strategically aligning resources and community partnerships to advance the school's goals. This includes auditing curriculum to ensure materials properly represent and value students' cultures and checking for implicit bias. It also involves engaging community stakeholders in the planning process.

The PSEL standards used for Observations (1, 2, 5, 7, 10) heavily cover the visible day-to-day enforcement and modeling of the school's culture, instructional practices, and staff coaching (immediate CR-S principles 1, 2, and 4 in action). The PSEL standards used for Goals (3, 4, 6, 8, 9) focus more on strategic, structural, and long-term improvements establishing mission, formal planning, system development, and resource allocation which drive the sustained implementation of all four CR-S principles, particularly Inclusive Curriculum and Ongoing Professional Learning.

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth**

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PROFESSIONAL LEARNING AND GROWTH

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

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

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

Assurances

Please read the assurances below and check each box.

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

Goal Setting Process

Who determines professional learning goals for principals?

Please select all that apply.

- ☒ **District leadership**
- ☒ **Building leadership**
- ☒ **Supervisor**
- ☒ **Self-identified**

At what level are professional learning goals organized?

Please select all that apply.

- ☒ **District level**
- ☒ **Building level**

What will provide the basis for professional learning goals?

Please select all that apply.

- ☒ **Needs assessment**

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- ☒ Student outcome data
- ☒ Teacher surveys/feedback
- ☒ Colleague surveys/feedback
- ☒ Student surveys/feedback
- ☒ Parent/family surveys/feedback

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

Please select all that apply.

- ☒ Formative/summative assessment data
- ☒ School visit notes
- ☒ Exit surveys from prior professional learning opportunity
- ☒ Stakeholder satisfaction surveys

Formal Support

How will formal support be provided to guide goal attainment?

Please select all that apply.

- ☒ Cohort group meetings
- ☒ Supervisor meetings
- ☒ Mentoring
- ☒ Goal tracking forms/documents

Assessing Impact

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

Please select all that apply.

- ☒ Informal/formal conversations

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

Please select all that apply.

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

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

Please select all that apply.

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

Support Plan

Please read the assurance below and check the box.

- ☒ Assure that Personalized Professional Support Plans for Principals shall be designed by the superintendent or their designee in the

Educator Evaluation §3012-e - Education Law §3012-e

PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6A. Professional Learning and Growth

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exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law, shall include: identification of areas in need of growth and support, how the LEA will support growth in the identified areas, measurable goals and timelines.

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

Principal Support Plan Template.pdf

Educator Evaluation §3012-e - Education Law §3012-e**PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS - 6B. Evaluator Training**

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EVALUATOR TRAINING

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

Training

Please describe how training and retraining evaluators is conducted.

Please select all that apply.

- ☒ As an LEA, we conduct our own training
- ☒ Other: Use of an outside consultant to provide training.

Please read the assurances below and check each box.

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

Inter-rater Reliability

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

Please select all that apply.

- ☒ Data analysis to detect disparities on the part of the evaluators
- ☒ Periodic comparisons of an evaluator's assessment of the same building principal
- ☒ Inter-rater reliability is addressed during annual training

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

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PRINCIPAL EVALUATION SCORING: ASSURANCES

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

Please read the assurances below and check each box.

- ☒ Assure that any measure selected to evaluate a principal shall provide direct evidence of such principal's practice that appropriately and accurately assesses the degree to which the educator meets each applicable Professional Standard for Educational Leaders.
- ☒ Assure that the selected measures for each Professional Standard for Educational Leaders will result in a level 1-4 rating for the applicable standard using a locally-determined process.
- ☒ Assure that, across an evaluation cycle, a level 1-4 rating will be assigned for each NYS Teaching Standard consistent with the LEA's expectations for leadership and learning in accordance with the Board of Regents Rules section 30-4.5
- ☒ Assure that ratings from all the Professional Standard for Educational Leaders will be combined to result in an overall rating of level 1-4 across the principal's evaluation cycle.
- ☒ Assure that the final standard ratings and the overall rating will be calculated consistent with selections made in the STEPS plan.

PRINCIPAL EVALUATION SCORING: FINAL STANDARD RATINGS

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

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

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

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

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Which principals does this information apply to?	PLEASE INDICATE THE STANDARDS APPLICABLE TO THE FINAL STANDARD RATING PROCESS DESCRIBED IN THIS ROW	HOW IS A FINAL STANDARD RATING OF 1-4 DETERMINED?	If option (B), (D), (E), or (F) was selected in the previous column, please describe in the text box below or add an upload below this table. (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 principals	☒ All standards, 1-10	☒ (A) This standard is evaluated using only one measure, which results in a score of 1-4.	

PRINCIPAL EVALUATION SCORING: OVERALL RATING

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

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

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

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

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

Which principals does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.
☒ All principals ☐ Principal group 1 ☐ Principal group 2 ☐ Principal group 3	The final Overall Rating for each Principal is calculated by taking a straight average of the 10 PSEL Standard scores within a given evaluation cycle. If a decimal score exists, it will then be reduced to a whole number score using the following ranges: 4=Exceeds expectations: 3.50-4.0

Educator Evaluation §3012-e - Education Law §3012-e**PART 7. PRINCIPAL EVALUATION SCORING - 7A. Standard and Overall Ratings**

Page Last Modified: 12/18/2025

Which principals does this information apply to?	HOW WILL THE FINAL STANDARD RATINGS OF 1-4 BE COMBINED TO DETERMINE AN OVERALL RATING? <i>If applicable, documentation relevant to the assignment of an overall rating can be uploaded below this table.</i>
	3=Meets expectations: 2.50-3.49 2=Partially meets expectations: 1.50-2.49 1=Significantly below expectations: 1-1.49

PRINCIPAL EVALUATION SCORING: TENURED PRINCIPALS**Are tenured principals evaluated on an annual or multi-year evaluation cycle?**

☒ ALL tenured principals are evaluated on an annual cycle (a principal receives a rating for each standard and an overall rating every year).

Educator Evaluation §3012-e - Education Law §3012-e**PART 8. ASSURANCES AND CERTIFICATION - 8A. STEPS Assurances**

Page Last Modified: 12/10/2025

NYS STANDARDS-BASED EDUCATOR EVALUATION AND PROFESSIONAL SUPPORT SYSTEM

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

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

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

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

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

STEPS ASSURANCES

Please read the assurances below and check each box.

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

APPEALS ASSURANCES

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 8. ASSURANCES AND CERTIFICATION - 8A. STEPS Assurances**

Page Last Modified: 12/10/2025

under the NYS-STEPS system. However, in the event that an appeals process is collectively bargained, the LEA must assure that the terms of such appeal process are consistent with the regulations of the Commissioner.

Please read the assurances below and check each box.

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

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

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

Educator Evaluation §3012-e - Education Law §3012-e**PART 8. ASSURANCES AND CERTIFICATION - Applicability and Certification**

Page Last Modified: 01/05/2026

APPLICABILITY OF THE STEPS PLAN

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

☒ 2025-26**JOINT CERTIFICATION OF THE STEPS PLAN**

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

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

EVAL 3012e District Certification Form-Smithtown 2026.pdf



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Cycle 1 Tenured STA Annual Reflective Summary Worksheet

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 1 - STANDARD 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.

It is not enough for teachers to know and understand childhood or adolescent development norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills in the planning and preparation of their lessons.

Question 1.1:

1.1 Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard 1.2)

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Standard 1:

1.1: Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard I.2)

1	2	3	4
The response/artifact shows little to no evidence of using current research to inform lesson planning or instructional practices. It lacks specific examples from the current school year and provides minimal or no indication of how instruction is adjusted to address student needs. Understanding of differentiated or responsive instruction is unclear or missing.	The response/artifact reflects limited or inconsistent integration of evidence from current research to inform lesson planning or instructional practices. Examples from the school year are vague or lack strong connections to research-based practices. While there is some awareness of student needs, adjustments to instruction are minimal or not clearly linked to research.	The response/artifact shows solid and effective evidence from current research to inform lesson planning or instructional practices. Examples from the current school year support the general application of research-based practices. The teacher demonstrates a clear effort to meet the needs of all students, with some evidence of instructional flexibility.	The response/artifact demonstrates a strong and consistent integration of evidence from current research to inform lesson planning or instructional practices. Multiple, specific examples from the current school year show clear connections between research-based strategies and responsive teaching practices. Instruction is thoughtfully adjusted to meet the needs of all students, including those with diverse academic, linguistic, cultural, and social-emotional needs.

Question 1.2:

1.2 Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard I.3)

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1.2: Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard I.3)

1	2	3	4
The response/artifact shows minimal or no evidence of planning for or adapting instruction based on student strengths, interests, or experiences. Little to no relevant examples are provided from the current school year. Instructional strategies appear one-size-fits-all, with limited consideration of student diversity or individual learning needs.	The response/artifact reflects a basic awareness of student differences but lacks depth or specificity in how instruction is varied or modified. Examples from the current school year are vague, limited, or loosely connected to planning and instructional decisions. There is limited evidence of differentiation, but it may not fully address the diverse needs of all learners.	The response/artifact shows a solid understanding of how to plan and adjust instruction based on student strengths, interests, and experiences. Examples from the current school year are relevant and demonstrate purposeful variation in instruction to support diverse learners. The response reflects effective and consistent instructional practices.	The response/artifact demonstrates a deep, intentional approach to instructional planning that is clearly informed by students' individual strengths, interests, and experiences. Specific, relevant examples from the current school year show how instruction is thoughtfully varied and consistently modified to meet the full range of student needs. The teacher exhibits a strong understanding of differentiation and a commitment to equitable, student-centered learning.

Question 1.3:

1.3 Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)

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1.4 Citing examples from the current school year, describe how you use available technological tools and strategies to engage each student. (NYS Teaching Standard I.6)

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1	2	3	4
The response/artifact shows minimal or no use of technological tools or communication strategies to support student engagement. Examples from the current school year are absent or unclear. There is little indication that technology is used purposefully, and strategies for engaging individual learners are lacking.	The response/artifact reflects limited or inconsistent use of technology and communication strategies to engage students. Examples from the current school year are general or vague, and there is little evidence of intentional planning to meet varied student needs. Engagement appears superficial or limited to basic instructional tasks.	The response/artifact includes clear examples from the current school year that demonstrate effective use of available technology and communication strategies to engage most students. The teacher uses appropriate tools and methods to support learning and maintain student interest, with some evidence of differentiation and thoughtful implementation.	The response/artifact provides specific, relevant examples from the current school year showing consistent and innovative use of a variety of technological tools and communication strategies to actively engage all students. The approach is clearly personalized, inclusive, and reflects a deep understanding of how technology can support diverse learning styles, promote student voice, and enhance engagement and achievement.

Sick	0
Personal	1

Administrative Comments:



Cycle 1 Tenured STA Annual Reflective Summary Worksheet

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 2 - STANDARD V - ASSESSMENT FOR STUDENT LEARNING

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Question 5.1:

5.1 Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

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Standard 5:

5.1: Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

1	2	3	4
The response/artifact shows minimal or no clear understanding of how to design, select, or use assessments effectively. Examples from the current school year are missing or not clearly connected to assessment practices. There is little to no evidence of using assessment to inform instruction, establish goals, or measure and record student achievement in a meaningful way.	The response/artifact reflects basic understanding of assessment design and use but lacks detail, depth, or consistency. Examples from the current school year are general or limited, and the alignment between assessments and learning goals is weak or unclear. There is some indication of assessment use to guide instruction, but evidence of impact on student learning is minimal.	The response/artifact includes relevant examples from the current school year of the design, selection, and purposeful use of assessments to set learning goals, inform instruction, and measure student achievement. Assessments are aligned to learning goals and show a clear connection to classroom planning and decision-making.	The response/artifact provides clear, detailed examples from the current school year showing how assessments are thoughtfully designed or selected to establish meaningful learning goals, inform instruction, and accurately measure student achievement. There is strong evidence that assessments are well-aligned to learning goals and standards, varied in format, and used to guide timely instructional adjustments. The teacher demonstrates a deep understanding of assessment as an ongoing, integrated part of the learning process.

Question 5.2:

5.2 Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

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5.2: Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

1	2	3	4
The response/artifact shows little or no use of assessment data to provide feedback or set goals with students. There are no clear examples from the current school year, and student self-assessment is absent or not addressed. The teacher demonstrates minimal understanding of how to involve students in using assessment to guide their own learning.	The response/artifact shows limited or inconsistent use of assessment data as feedback for goal-setting. Examples from the current school year are vague or general, and student engagement in self-assessment is minimal. While the teacher shows some awareness of the importance of feedback and student reflection, the implementation is underdeveloped or minimally utilized.	The response/artifact includes relevant examples from the current school year showing regular use of assessment data to provide feedback and set learning goals with students. Students are involved in some form of self-assessment, and the teacher uses feedback to support student understanding and progress.	The response/artifact provides clear, specific examples from the current school year showing how assessment data is consistently used as meaningful feedback to guide individual goal-setting with students. Students are actively engaged in self-assessment and reflection, and there is strong evidence of a classroom culture that empowers learners to take ownership of their progress. The teacher demonstrates a deep understanding of formative assessment practices that support student growth and motivation.

5.3 Citing examples from the current school year, describe how you reflect upon and evaluate the effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4)

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1	2	3	4
The response/artifact lacks evidence of meaningful reflection on or evaluation of the assessment system. Examples from the current school year are absent or unclear. There is little to no indication that assessment data is used to make informed adjustments or guide instructional planning. The assessment system is disconnected from decision-making.	The response/artifact shows some awareness of the need to reflect on assessment practices but provides limited or vague examples from the current school year. Adjustments to the assessment system appear minimal, occasional, or not clearly linked to reflection. Instructional planning is minimally connected to assessment results, and the system may not consistently support student learning needs.	The response/artifact includes relevant examples from the current school year that show the teacher reflects on and evaluates the assessment system with regularity. Adjustments are made based on student performance or instructional outcomes, and the system supports effective planning.	The response/artifact provides detailed, specific examples from the current school year showing a consistent and thoughtful process for reflecting on and evaluating the assessment system. The teacher regularly uses data and student outcomes to assess the effectiveness of various assessment tools and makes intentional adjustments to improve alignment with learning goals and inform instructional planning.

5.4 Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5)

Artifacts					
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1	2	3	4
The response/artifact provides little or no evidence of communicating the purpose of assessments, criteria for success, or preparation for assessment formats. Examples from the current school year are absent or unclear. Students are not adequately informed or prepared, which negatively affects their performance and confidence.	The response/artifact shows some effort to communicate assessment purposes, criteria, and preparation, but examples are limited, vague, or inconsistent. Students may receive general information about assessments, but preparation and explanation of success criteria are insufficient or unclear. Communication practices lack consistency.	The response/artifact includes relevant examples from the current school year showing that the teacher communicates the purpose of assessments and criteria for success. Students receive preparation for assessment formats, which helps them approach assessments with understanding and readiness. Communication is clear and effective.	The response/artifact provides detailed, specific examples from the current school year demonstrating clear and consistent communication of assessment purposes and success criteria. The teacher thoughtfully prepares students for various assessment formats, ensuring they understand expectations and feel confident. Communication is proactive and tailored to student needs, fostering a supportive assessment environment.

Sick	0
Personal	1

Administrative Comments:

Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Cycle 1 Tenured STA Annual Reflective Summary Worksheet

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 3 - STANDARD VI - PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Question 6.1:

Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

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Standard 6:

6.1: Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

1	2	3	4
The response/artifact shows little or no evidence of advocacy for students. Examples from the current school year are absent or unclear. The teacher does not demonstrate an active role in supporting student needs.	The response/artifact reflects some effort to advocate for students but provides limited or vague examples. Advocacy actions may be reactive rather than proactive and show inconsistent follow-through. There is some awareness of student needs, but efforts to support or remove barriers are minimal or not clearly described.	The response/artifact includes relevant examples from the current school year showing regular and purposeful advocacy for students. The teacher supports student needs through communication and collaboration with families and staff and works to address challenges that impact learning. Advocacy is consistent and positively influences student outcomes.	The response/artifact provides clear, detailed examples from the current school year demonstrating proactive, consistent, and effective advocacy for students' academic, social, and emotional needs. The teacher actively collaborates with families, colleagues, and community resources to remove barriers and promote equitable opportunities. Advocacy efforts are student-centered, impactful, and reflect a strong commitment to each student's success and well-being.

Question 6.2:

Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

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6.2: Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

1	2	3	4
The response/artifact provides little or no evidence of collaboration with colleagues or the community. Examples from the current school year are missing or unclear, and there is no indication of efforts to contribute to a common culture that supports high expectations for student learning.	The response/artifact shows some collaboration with colleagues and the community but provides limited or vague examples. Engagement is occasional with minimal impact on developing or sustaining a shared culture of high expectations. The teacher's role in collaboration is unclear or inconsistent.	The response/artifact includes relevant examples from the current school year demonstrating regular engagement and collaboration with colleagues and the community. The teacher contributes to maintaining a culture of high expectations and supports collective efforts to enhance student learning. Collaboration is consistent and effective.	The response/artifact provides detailed, specific examples from the current school year showing proactive, sustained collaboration with colleagues and community members to build and maintain a shared culture centered on high expectations. The teacher actively fosters a positive environment, participates in decision-making, and helps align goals and practices to promote student success. Collaboration is inclusive, purposeful, and leads to improvements in the learning community.

Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4)

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1	2	3	4
The response/artifact provides little or no evidence of participation in school or district events. Examples from the current school year are absent or unclear, and the teacher demonstrates minimal engagement with the school community beyond the classroom.	The response/artifact reflects occasional or limited participation in school or district events. Examples are general or infrequent, with minimal impact on the broader school community. The teacher's involvement appears reactive rather than proactive.	The response/artifact includes relevant examples showing regular participation in school and district events. The teacher supports community activities and engages positively with colleagues, students, and families, contributing to a welcoming and involved school culture.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, consistent, and enthusiastic participation in a wide range of school and district events. The teacher takes on leadership roles or contributes meaningfully to event planning and execution, showing strong commitment to the school community beyond the classroom.

Question 6.4:

Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

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6.4: Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

1	2	3	4
The response/artifact shows minimal or no evidence of communication or collaboration with families, guardians, or caregivers. Examples from the current school year are absent or unclear. There is little indication that family partnerships are considered or leveraged to support student development.	The response/artifact reflects limited or inconsistent communication and collaboration with families. Examples are vague or infrequent, and family engagement is reactive or one-sided. The teacher shows some awareness of the importance of family involvement, yet effective or sustained partnerships are not evident.	The response/artifact includes relevant examples showing regular communication and collaboration with families and caregivers. The teacher shares important information, responds to concerns, and engages families in supporting student learning. Collaboration is positive and consistent.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive, ongoing, and meaningful communication and collaboration with families, guardians, and caregivers. The teacher builds strong partnerships, listens to family input, shares student progress transparently, and works collaboratively to support student development and success.

Attendance

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Personal 1

Administrative Comments

Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Cycle 1 Tenured STA Annual Reflective Summary Worksheet

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In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 4 - STANDARD VII - PROFESSIONAL GROWTH

Teachers set informed goals and strive for continuous professional growth.

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standards VII.1)

Artifacts					
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7.1: Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standard VII.1)

1	2	3	4
The response/artifact shows minimal or no evidence of reflecting on student learning data to improve instruction or guide professional growth. Examples from the current school year are absent or unclear. Reflection appears limited or absent, and instructional practices are not meaningfully adjusted based on student outcomes.	The response/artifact reflects some consideration of student learning evidence but provides limited or vague examples. The use of data to guide instruction or professional growth is inconsistent or superficial. Reflection is occasional or reactive, with unclear impact on teaching effectiveness or professional growth.	The response/artifact includes relevant examples showing regular reflection on student learning data. The teacher uses this information to inform instructional decisions and identifies professional development needs. Reflection is purposeful and supports instructional improvement.	The response/artifact provides detailed, specific examples from the current school year showing a thoughtful and systematic reflection on diverse evidence of student learning. The teacher uses these insights to make meaningful adjustments in instruction and actively pursue targeted professional growth opportunities. Reflection is ongoing, data-informed, and clearly linked to improving student outcomes and professional growth.

Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2)

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1	2	3	4
The response/artifact shows minimal or no evidence of setting personal professional goals or engaging in ongoing professional development. Examples from the current school year are absent or unclear. There is little indication of a reflective or growth-oriented approach to improving teaching skills.	The response/artifact reflects some awareness of the importance of professional goals and development but provides limited or vague examples. Goal-setting and engagement in professional learning may be sporadic or lack clear alignment with teaching competencies. The teacher shows limited or inconsistent effort toward growth.	The response/artifact includes relevant examples demonstrating that the teacher sets personal professional goals and regularly participates in professional development. The goals are appropriate and support improvement in teaching competencies.	The response/artifact provides detailed, specific examples from the current school year showing a proactive, reflective approach to setting clear, relevant personal professional goals. The teacher actively pursues and applies ongoing professional development opportunities that are thoughtfully aligned with their goals and teaching competencies. There is evidence of continuous growth and a strong commitment to self-improvement.

Question 7.3:

Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYA Teaching Standard VII.3)

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7.3: Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYS Teaching Standard VII.3)

1	2	3	4
The response/artifact provides little or no evidence of collaboration or constructive feedback practices. Examples from the current school year are absent or unclear. The teacher demonstrates minimal engagement in peer collaboration or feedback exchange aimed at improving professional practice.	The response/artifact shows some collaboration and limited or inconsistent use of constructive feedback. Examples may be vague or reflect occasional engagement. The teacher may receive or give feedback but with minimal impact on professional growth or team dynamics.	The response/artifact includes relevant examples showing regular collaboration with colleagues and appropriate exchange of constructive feedback. The teacher participates positively in feedback conversations and uses input to improve professional practice. Collaboration and feedback contribute to a supportive work environment.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, respectful, and ongoing collaboration with colleagues. The teacher effectively gives and receives constructive feedback, fostering a culture of trust and continuous improvement. Feedback exchanges are thoughtful, balanced, and clearly aimed at enhancing professional practice and student outcomes.

Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4)

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1	2	3	4
The response/artifact provides little or no evidence of accessing professional resources to enhance understanding of teaching and learning. Examples from the current school year are absent or unclear. There is little or no indication of seeking or applying new knowledge related to curriculum, instruction, or assessment.	The response/artifact shows some access to professional resources but with limited examples. The application of new knowledge to curriculum, instruction, or assessment is inconsistent or minimal. The teacher's use of resources lacks depth or clear impact on practice.	The response/artifact includes relevant examples showing regular use of professional resources to support understanding of teaching and learning. The teacher applies new information to improve curriculum, instruction, or assessment with positive effects on practice. Engagement with resources is consistent and purposeful.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive and strategic access to a wide range of professional resources. The teacher critically evaluates and applies new knowledge to enhance curriculum, instruction, and assessment practices. There is clear evidence of continuous learning and thoughtful integration of best practices.

Sick	0
Personal	1

Administrative Comments:

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

Question 1.1:



Artifacts

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1.1: Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard I.2)

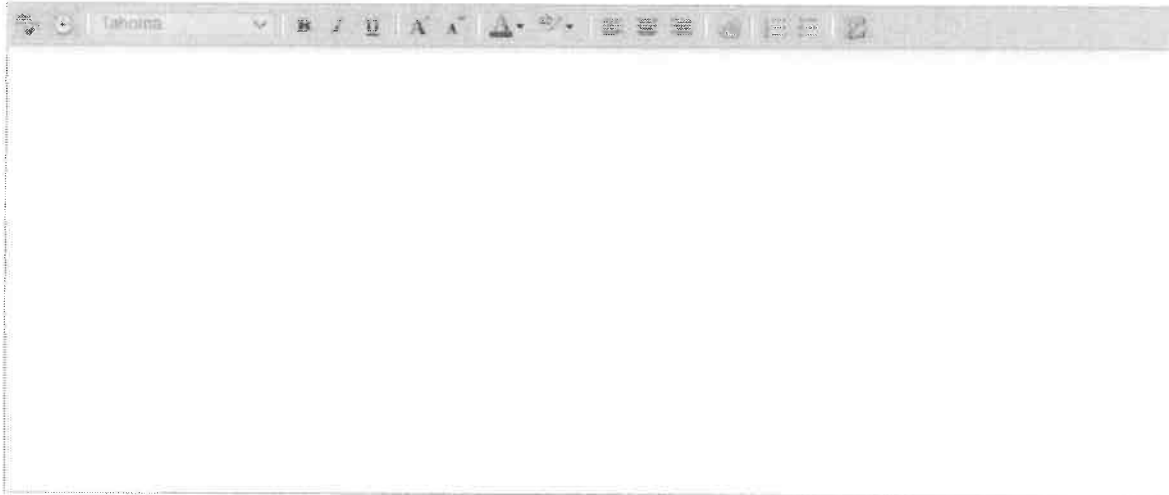
Question 1.2:

1.2: Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard 1.3)

1	2	3	4
The response/artifact shows minimal or no evidence of planning for or adapting instruction based on student strengths, interests, or experiences. Little to no relevant examples are provided from the current school year. Instructional strategies appear one-size-fits-all, with limited consideration of student diversity or individual learning needs.	The response/artifact reflects a basic awareness of student differences but lacks depth or specificity in how instruction is varied or modified. Examples from the current school year are vague, limited, or loosely connected to planning and instructional decisions. There is limited evidence of differentiation, but it may not fully address the diverse needs of all learners.	The response/artifact shows a solid understanding of how to plan and adjust instruction based on student strengths, interests, and experiences. Examples from the current school year are relevant and demonstrate purposeful variation in instruction to support diverse learners. The response reflects effective and consistent instructional practices.	The response/artifact demonstrates a deep, intentional approach to instructional planning that is clearly informed by students' individual strengths, interests, and experiences. Specific, relevant examples from the current school year show how instruction is thoughtfully varied and consistently modified to meet the full range of student needs. The teacher exhibits a strong understanding of differentiation and a commitment to equitable, student-centered learning.

Question 1.3:

1.3 Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)



Artifacts				
Name	Upload Date	Upload User	File	

1.3: Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)

1	2	3	4
The response/artifact shows little or no meaningful communication with parents, guardians, or caregivers. Examples from the current school year are missing or unclear, and there is no clear link between communication and student learning. The response lacks evidence of outreach or strategies to involve families in the educational process.	The response/artifact demonstrates minimal effort to communicate with families, but examples are limited, general, or lack depth. Communication is infrequent, one-way, or focused mainly on academic performance without a clear link to enhancing learning. There is limited evidence of intentional strategies to engage or collaborate with caregivers.	The response/artifact includes relevant examples from the current school year showing regular and purposeful communication with families. The teacher uses effective strategies to share information and engage caregivers in ways that support student success, though the approach may be more routine than personalized. There is evidence of positive outreach and responsiveness to family concerns.	The response/artifact provides clear, specific examples from the current school year that demonstrate consistent, proactive, and meaningful communication with families. The communication methods are varied, inclusive, and designed to build strong partnerships that directly support and enhance student learning. The teacher shows a strong commitment to collaboration and responsiveness to family needs and input.

Question 1.4:

1.4 Citing examples from the current school year, describe how you use available technological tools and strategies to engage each student. (NYS Teaching Standard I.6)

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Artifacts				
Name	Upload Date	Upload User	File	

1.4: Citing examples from the current school year, describe how you use available technological tools and communication strategies to engage each student. (NYS Teaching Standard I.6)

1	2	3	4
The response/artifact shows minimal or no use of technological tools or communication strategies to support student engagement. Examples from the current school year are absent or unclear. There is little indication that technology is used purposefully, and strategies for engaging individual learners are lacking.	The response/artifact reflects limited or inconsistent use of technology and communication strategies to engage students. Examples from the current school year are general or vague, and there is little evidence of intentional planning to meet varied student needs. Engagement appears superficial or limited to basic instructional tasks.	The response/artifact includes clear examples from the current school year that demonstrate effective use of available technology and communication strategies to engage most students. The teacher uses appropriate tools and methods to support learning and maintain student interest, with some evidence of differentiation and thoughtful implementation.	The response/artifact provides specific, relevant examples from the current school year showing consistent and innovative use of a variety of technological tools and communication strategies to actively engage all students. The approach is clearly personalized, inclusive, and reflects a deep understanding of how technology can support diverse learning styles, promote student voice, and enhance engagement and achievement.

Attendance	
Sick	0
Personal	1

Administrative Comments
Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

CYCLE 2 TENURED STA ANNUAL REFLECTIVE SUMMARY WORKSHEET

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 2 - STANDARD V - ASSESSMENT FOR STUDENT LEARNING

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Question 5.1:

5.1 Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

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Artifacts				
Name	Upload Date	Upload User	File	

Standard 5:

5.1: Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

1	2	3	4
The response/artifact shows minimal or no clear understanding of how to design, select, or use assessments effectively. Examples from the current school year are missing or not clearly connected to assessment practices. There is little to no evidence of using assessment to inform instruction, establish goals, or measure and record student achievement in a meaningful way.	The response/artifact reflects basic understanding of assessment design and use but lacks detail, depth, or consistency. Examples from the current school year are general or limited, and the alignment between assessments and learning goals is weak or unclear. There is some indication of assessment use to guide instruction, but evidence of impact on student learning is minimal.	The response/artifact includes relevant examples from the current school year of the design, selection, and purposeful use of assessments to set learning goals, inform instruction, and measure student achievement. Assessments are aligned to learning goals and show a clear connection to classroom planning and decision-making.	The response/artifact provides clear, detailed examples from the current school year showing how assessments are thoughtfully designed or selected to establish meaningful learning goals, inform instruction, and accurately measure student achievement. There is strong evidence that assessments are well-aligned to learning goals and standards, varied in format, and used to guide timely instructional adjustments. The teacher demonstrates a deep understanding of assessment as an ongoing, integrated part of the learning process.

5.2 Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

Artifacts					
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5.2: Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

1	2	3	4
The response/artifact shows little or no use of assessment data to provide feedback or set goals with students. There are no clear examples from the current school year, and student self-assessment is absent or not addressed. The teacher demonstrates minimal understanding of how to involve students in using assessment to guide their own learning.	The response/artifact shows limited or inconsistent use of assessment data as feedback for goal-setting. Examples from the current school year are vague or general, and student engagement in self-assessment is minimal. While the teacher shows some awareness of the importance of feedback and student reflection, the implementation is underdeveloped or minimally utilized.	The response/artifact includes relevant examples from the current school year showing regular use of assessment data to provide feedback and set learning goals with students. Students are involved in some form of self-assessment, and the teacher uses feedback to support student understanding and progress.	The response/artifact provides clear specific examples from the current school year showing how assessment data is consistently used as meaningful feedback to guide individual goal-setting with students. Students are actively engaged in self-assessment and reflection, and there is strong evidence of a classroom culture that empowers learners to take ownership of their progress. The teacher demonstrates a deep understanding of formative assessment practices that support student growth and motivation.

Question 5.3:

5.3 Citing examples from the current school year, describe how you reflect upon and evaluate the effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4)

Artifacts				
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5.3: Citing examples from the current school year, describe how you reflect upon and evaluate the effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4)

1	2	3	4
The response/artifact lacks evidence of meaningful reflection on or evaluation of the assessment system. Examples from the current school year are absent or unclear. There is little to no indication that assessment data is used to make informed adjustments or guide instructional planning. The assessment system is disconnected from decision-making.	The response/artifact shows some awareness of the need to reflect on assessment practices but provides limited or vague examples from the current school year. Adjustments to the assessment system appear minimal, occasional, or not clearly linked to reflection. Instructional planning is minimally connected to assessment results, and the system may not consistently support student learning needs.	The response/artifact includes relevant examples from the current school year that show the teacher reflects on and evaluates the assessment system with regularity. Adjustments are made based on student performance or instructional outcomes, and the system supports effective planning.	The response/artifact provides detailed, specific examples from the current school year showing a consistent and thoughtful process for reflecting on and evaluating the assessment system. The teacher regularly uses data and student outcomes to assess the effectiveness of various assessment tools and makes intentional adjustments to improve alignment with learning goals and inform instructional planning.

Question 5.4:

5.4 Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5)

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5.4: Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5)

1	2	3	4
The response/artifact provides little or no evidence of communicating the purpose of assessments, criteria for success, or preparation for assessment formats. Examples from the current school year are absent or unclear. Students are not adequately informed or prepared, which negatively affects their performance and confidence.	The response/artifact shows some effort to communicate assessment purposes, criteria, and preparation, but examples are limited, vague, or inconsistent. Students may receive general information about assessments, but preparation and explanation of success criteria are insufficient or unclear. Communication practices lack consistency.	The response/artifact includes relevant examples from the current school year showing that the teacher communicates the purpose of assessments and criteria for success. Students receive preparation for assessment formats, which helps them approach assessments with understanding and readiness. Communication is clear and effective.	The response/artifact provides detailed, specific examples from the current school year demonstrating clear and consistent communication of assessment purposes and success criteria. The teacher thoughtfully prepares students for various assessment formats, ensuring they understand expectations and feel confident. Communication is proactive and tailored to student needs, fostering a supportive assessment environment.

Attendance

Sick 0

Personal 1

Administrative Comments

Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

CYCLE 3 TENURED STA ANNUAL REFLECTIVE SUMMARY WORKSHEET

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 3 - STANDARD VI - PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

Artifacts					
Name	Upload Date	Upload User	File		

6.1: Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

1	2	3	4
The response/artifact shows little or no evidence of advocacy for students. Examples from the current school year are absent or unclear. The teacher does not demonstrate an active role in supporting student needs.	The response/artifact reflects some effort to advocate for students but provides limited or vague examples. Advocacy actions may be reactive rather than proactive and show inconsistent follow-through. There is some awareness of student needs, but efforts to support or remove barriers are minimal or not clearly described.	The response/artifact includes relevant examples from the current school year showing regular and purposeful advocacy for students. The teacher supports student needs through communication and collaboration with families and staff and works to address challenges that impact learning. Advocacy is consistent and positively influences student outcomes.	The response/artifact provides clear, detailed examples from the current school year demonstrating proactive, consistent, and effective advocacy for students' academic, social, and emotional needs. The teacher actively collaborates with families, colleagues, and community resources to remove barriers and promote equitable opportunities. Advocacy efforts are student-centered, impactful, and reflect a strong commitment to each student's success and well-being.

Question 6.2:

Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

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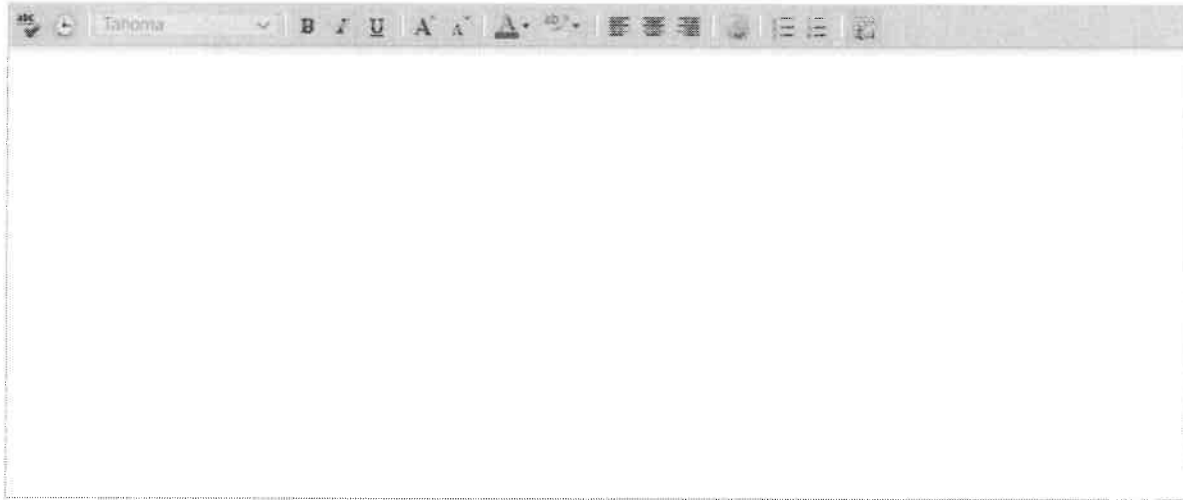
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6.2: Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

1	2	3	4
The response/artifact provides little or no evidence of collaboration with colleagues or the community. Examples from the current school year are missing or unclear, and there is no indication of efforts to contribute to a common culture that supports high expectations for student learning.	The response/artifact shows some collaboration with colleagues and the community but provides limited or vague examples. Engagement is occasional with minimal impact on developing or sustaining a shared culture of high expectations. The teacher's role in collaboration is unclear or inconsistent.	The response/artifact includes relevant examples from the current school year demonstrating regular engagement and collaboration with colleagues and the community. The teacher contributes to maintaining a culture of high expectations and supports collective efforts to enhance student learning. Collaboration is consistent and effective.	The response/artifact provides detailed, specific examples from the current school year showing proactive, sustained collaboration with colleagues and community members to build and maintain a shared culture centered on high expectations. The teacher actively fosters a positive environment, participates in decision-making, and helps align goals and practices to promote student success. Collaboration is inclusive, purposeful, and leads to improvements in the learning community.

Question 6.3:

Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4)



Artifacts				
Name	Upload Date	Upload User	File	

6.3: Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4)

1	2	3	4
The response/artifact provides little or no evidence of participation in school or district events. Examples from the current school year are absent or unclear, and the teacher demonstrates minimal engagement with the school community beyond the classroom.	The response/artifact reflects occasional or limited participation in school or district events. Examples are general or infrequent, with minimal impact on the broader school community. The teacher's involvement appears reactive rather than proactive.	The response/artifact includes relevant examples showing regular participation in school and district events. The teacher supports community activities and engages positively with colleagues, students, and families, contributing to a welcoming and involved school culture.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, consistent, and enthusiastic participation in a wide range of school and district events. The teacher takes on leadership roles or contributes meaningfully to event planning and execution, showing strong commitment to the school community beyond the classroom.

Question 6.4:

Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

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Artifacts				
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6.4: Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

1	2	3	4
The response/artifact shows minimal or no evidence of communication or collaboration with families, guardians, or caregivers. Examples from the current school year are absent or unclear. There is little indication that family partnerships are considered or leveraged to support student development.	The response/artifact reflects limited or inconsistent communication and collaboration with families. Examples are vague or infrequent, and family engagement is reactive or one-sided. The teacher shows some awareness of the importance of family involvement, yet effective or sustained partnerships are not evident.	The response/artifact includes relevant examples showing regular communication and collaboration with families and caregivers. The teacher shares important information, responds to concerns, and engages families in supporting student learning. Collaboration is positive and consistent.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive, ongoing, and meaningful communication and collaboration with families, guardians, and caregivers. The teacher builds strong partnerships, listens to family input, shares student progress transparently, and works collaboratively to support student development and success.

Attendance	
Sick	0
Personal	1

Administrative Comments
Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

CYCLE 4 TENURED STA ANNUAL REFLECTIVE SUMMARY WORKSHEET

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 4 - STANDARD VII - PROFESSIONAL GROWTH

Teachers set informed goals and strive for continuous professional growth.

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Question 7.1:

Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standards VII.1)

Artifacts				
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Standard 7:

7.1: Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standard VII.1)

1	2	3	4
The response/artifact shows minimal or no evidence of reflecting on student learning data to improve instruction or guide professional growth. Examples from the current school year are absent or unclear. Reflection appears limited or absent, and instructional practices are not meaningfully adjusted based on student outcomes.	The response/artifact reflects some consideration of student learning evidence but provides limited or vague examples. The use of data to guide instruction or professional growth is inconsistent or superficial. Reflection is occasional or reactive, with unclear impact on teaching effectiveness or professional growth.	The response/artifact includes relevant examples showing regular reflection on student learning data. The teacher uses this information to inform instructional decisions and identifies professional development needs. Reflection is purposeful and supports instructional improvement.	The response/artifact provides detailed, specific examples from the current school year showing a thoughtful and systematic reflection on diverse evidence of student learning. The teacher uses these insights to make meaningful adjustments in instruction and actively pursue targeted professional growth opportunities. Reflection is ongoing, data-informed, and clearly linked to improving student outcomes and professional growth.

Question 7.2:

Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2)

Artifacts				
Name	Upload Date	Upload User	File	

7.2: Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2)

1	2	3	4
The response/artifact shows minimal or no evidence of setting personal professional goals or engaging in ongoing professional development. Examples from the current school year are absent or unclear. There is little indication of a reflective or growth-oriented approach to improving teaching skills.	The response/artifact reflects some awareness of the importance of professional goals and development but provides limited or vague examples. Goal-setting and engagement in professional learning may be sporadic or lack clear alignment with teaching competencies. The teacher shows limited or inconsistent effort toward growth.	The response/artifact includes relevant examples demonstrating that the teacher sets personal professional goals and regularly participates in professional development. The goals are appropriate and support improvement in teaching competencies.	The response/artifact provides detailed, specific examples from the current school year showing a proactive, reflective approach to setting clear, relevant personal professional goals. The teacher actively pursues and applies ongoing professional development opportunities that are thoughtfully aligned with their goals and teaching competencies. There is evidence of continuous growth and a strong commitment to self-improvement.

Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYA Teaching Standard VII.3)

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1	2	3	4
The response/artifact provides little or no evidence of collaboration or constructive feedback practices. Examples from the current school year are absent or unclear. The teacher demonstrates minimal engagement in peer collaboration or feedback exchange aimed at improving professional practice.	The response/artifact shows some collaboration and limited or inconsistent use of constructive feedback. Examples may be vague or reflect occasional engagement. The teacher may receive or give feedback but with minimal impact on professional growth or team dynamics.	The response/artifact includes relevant examples showing regular collaboration with colleagues and appropriate exchange of constructive feedback. The teacher participates positively in feedback conversations and uses input to improve professional practice. Collaboration and feedback contribute to a supportive work environment.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, respectful, and ongoing collaboration with colleagues. The teacher effectively gives and receives constructive feedback, fostering a culture of trust and continuous improvement. Feedback exchanges are thoughtful, balanced, and clearly aimed at enhancing professional practice and student outcomes.

1	2	3	4
The response/artifact provides little or no evidence of collaboration or constructive feedback practices. Examples from the current school year are absent or unclear. The teacher demonstrates minimal engagement in peer collaboration or feedback exchange aimed at improving professional practice.	The response/artifact shows some collaboration and limited or inconsistent use of constructive feedback. Examples may be vague or reflect occasional engagement. The teacher may receive or give feedback but with minimal impact on professional growth or team dynamics.	The response/artifact includes relevant examples showing regular collaboration with colleagues and appropriate exchange of constructive feedback. The teacher participates positively in feedback conversations and uses input to improve professional practice. Collaboration and feedback contribute to a supportive work environment.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, respectful, and ongoing collaboration with colleagues. The teacher effectively gives and receives constructive feedback, fostering a culture of trust and continuous improvement. Feedback exchanges are thoughtful, balanced, and clearly aimed at enhancing professional practice and student outcomes.

Question 7.4:

Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4)

Artifacts				
Name	Upload Date	Upload User	File	

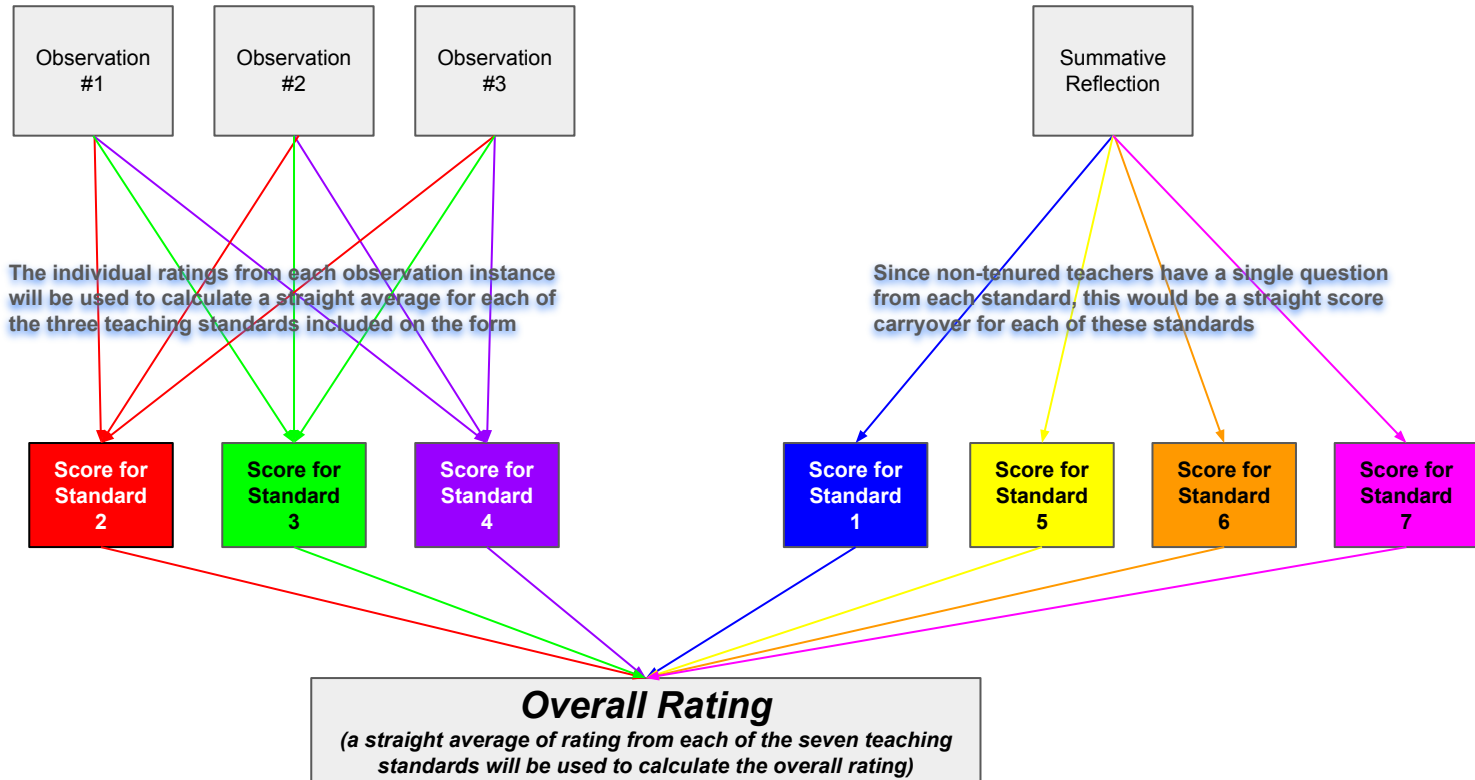
7.4: Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4)

1	2	3	4
The response/artifact provides little or no evidence of accessing professional resources to enhance understanding of teaching and learning. Examples from the current school year are absent or unclear. There is little or no indication of seeking or applying new knowledge related to curriculum, instruction, or assessment.	The response/artifact shows some access to professional resources but with limited examples. The application of new knowledge to curriculum, instruction, or assessment is inconsistent or minimal. The teacher's use of resources lacks depth or clear impact on practice.	The response/artifact includes relevant examples showing regular use of professional resources to support understanding of teaching and learning. The teacher applies new information to improve curriculum, instruction, or assessment with positive effects on practice. Engagement with resources is consistent and purposeful.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive and strategic access to a wide range of professional resources. The teacher critically evaluates and applies new knowledge to enhance curriculum, instruction, and assessment practices. There is clear evidence of continuous learning and thoughtful integration of best practices.

Attendance	
Sick	0
Personal	1

Administrative Comments
Administrative Comments:

Non-Tenured Teacher Calculation (Single Year Cycle)



Tenured Teacher Calculation (Four Year Cycle)





SMITHTOWN

CENTRAL SCHOOL DISTRICT

Classroom Teacher Observation Report

Type of Observation
Announced/Unannounced
(Choose from drop down)

Type of Observation Full
Length/Walkthrough
(Choose from drop down)

Indicate Grade/Course

SAMPLE FORM ONLY

Observation may be uploaded here if necessary.

File List

File Name

Date Uploaded

Size

Date of Observation:

II. KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING: [Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.]

Element 2.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

*NYSUT 2012 2.5 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Designs learning experiences using prior knowledge	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

Element 2.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

*NYSUT 2012 2.6 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Organizes time	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.

Evidence of Standards in Practice:

III. INSTRUCTIONAL PRACTICE: [Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.]

Element 3.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

***NYSUT 2012 3.1.a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Aligns instruction to standards	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning standards.	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning standards, but may be unable to clearly convey their relation to the learning experiences.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences. Students are able to make connections between different learning experiences and learning standards.

***NYSUT 2012 3.1.b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses research-based instruction	Teacher does not implement research-based instructional practices.	Teacher implements some research-based instructional practices.	Teacher implements multiple research-based instructional practices.	Teacher implements multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.

***NYSUT 2012 3.1.c**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Engages students	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

Element 3.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

***NYSUT 2012 3.2a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides directions and procedures	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.

***NYSUT 2012 3.2b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses questioning techniques	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in most students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require all students to respond	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate many questions to advance their understanding.

***NYSUT 2012 3.2c**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Responds to students	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.

***NYSUT 2012 3.2d**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Communicates content	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

Element 3.3: Teachers set high expectations and create challenging learning experiences for students.

***NYSUT 2012 3.3 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Articulates measures of success	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.

Element 3.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

***NYSUT 2012 3.4 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Differentiates instruction	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students. There is no attention to 21st Century Skills.	Teacher uses only some differentiated instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. There is occasional attention to 21st Century Skills.	Teacher uses differentiated instructional strategies that are appropriate to groups of students and to the instructional outcomes. Strategies motivate and represent significant cognitive challenge and promote 21st Century Skills.	Teacher uses differentiated instructional strategies that motivate and engage each student in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are appropriate, for individual and diverse learners.

*NYSUT 2012 3.4 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Implements strategies for mastery of learning outcomes	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.

Element 3.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides opportunities for collaboration	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher models effective interpersonal skills to promote collaborative student learning.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher transparently models and encourages effective use of interpersonal skills to build student capacity for collaboration. Students themselves ensure that all voices and ideas are heard in the discussion.

*NYSUT 2012 3.5 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides synthesis, critical thinking, and problem-solving	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, and problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21st Century Skills.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21st Century Skills. Students initiate collaborative, problem-solving opportunities.

Element 3.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

*NYSUT 2012 3.6 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses formative assessment to monitor and adjust pacing	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

***NYSUT 2012 3.6 b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides feedback during and after instruction	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

Evidence of Standards in Practice:

IV. LEARNING ENVIRONMENT: [Teachers work with all students to create a dynamic learning environment that supports achievement and growth.]

Element 4.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

***NYSUT 2012 4.1 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Interactions with students	Teacher interactions, with at least some students, is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.

***NYSUT 2012 4.1 C**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Reinforces positive interactions among students	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.

Element 4.2: Teachers create an intellectually challenging and stimulating learning environment.

***NYSUT 2012 4.2 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment, discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative, and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment and creates an environment where all students are expected to express their ideas, take initiative, and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals with innovation, flexibility and originality.

*NYSUT 2012 4.2 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Promotes student curiosity and enthusiasm	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged and enthusiastic.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students — through their curiosity, initiative, and active participation— demonstrate enthusiasm for learning. Students are cognitively engaged and strive to meet challenging learning goals.

Element 4.3: Teachers manage the learning environment for the effective operation of the classroom.

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes routines/ procedures/transitions and expectations for student behavior	The teacher's routines/ procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost between activities or lesson segments. Students are confused.	The teacher's routines/ procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. Most students seem to understand them.	Teacher's routines/ procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/ procedures/ transitions and standards of conduct. They are clear to all students and appear to be internalized. Students assume responsibility in developing routines and standards of conduct, and in ensuring their efficient operation.

*NYSUT 2012 4.3 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes instructional groups	Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.	Teacher's grouping results in students in only some groups being productively engaged in learning while unsupervised by the teacher. Student interactions are generally appropriate but occasionally may reflect disrespect for one another.	Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student interactions are generally polite and respectful.	Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student interactions are consistently polite and respectful.

Element 4.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

*NYSUT 2012 4.4 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Organizes learning environment	Teacher has not organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the learning environment to adequately accommodate student learning needs. Available resources, time and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. The resources are adjusted to support the learning activities.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. Students adjust the resources to advance their learning.

*NYSUT 2012 4.4 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Manages volunteers and/or paraprofessionals	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.

*NYSUT 2012 4.4 c

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes classroom safety	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.

Evidence of Standards in Practice:

Commendations and Recommendations

File List

File Name

Date Uploaded

Size

Reflective Summary Questions with Proposed Rubric

Standard 1:

1.1: Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard I.2)

1	2	3	4
The response/artifact shows little to no evidence of using current research to inform lesson planning or instructional practices. It lacks specific examples from the current school year and provides minimal or no indication of how instruction is adjusted to address student needs. Understanding of differentiated or responsive instruction is unclear or missing.	The response/artifact reflects limited or inconsistent integration of evidence from current research to inform lesson planning or instructional practices. Examples from the school year are vague or lack strong connections to research-based practices. While there is some awareness of student needs, adjustments to instruction are minimal or not clearly linked to research.	The response/artifact shows solid and effective evidence from current research to inform lesson planning or instructional practices. Examples from the current school year support the general application of research-based practices. The teacher demonstrates a clear effort to meet the needs of all students, with some evidence of instructional flexibility.	The response/artifact demonstrates a strong and consistent integration of evidence from current research to inform lesson planning or instructional practices. Multiple, specific examples from the current school year show clear connections between research-based strategies and responsive teaching practices. Instruction is thoughtfully adjusted to meet the needs of all students, including those with diverse academic, linguistic, cultural, and social-emotional needs.

1.2: Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard I.3)

1	2	3	4
The response/artifact shows minimal or no evidence of planning for or adapting instruction based on student strengths, interests, or experiences. Little to no relevant examples are provided from the current school year. Instructional strategies appear one-size-fits-all, with limited consideration of student diversity or individual learning needs.	The response/artifact reflects a basic awareness of student differences but lacks depth or specificity in how instruction is varied or modified. Examples from the current school year are vague, limited, or loosely connected to planning and instructional decisions. There is limited evidence of differentiation, but it may not fully address the diverse needs of all learners.	The response/artifact shows a solid understanding of how to plan and adjust instruction based on student strengths, interests, and experiences. Examples from the current school year are relevant and demonstrate purposeful variation in instruction to support diverse learners. The response reflects effective and consistent instructional practices.	The response/artifact demonstrates a deep, intentional approach to instructional planning that is clearly informed by students' individual strengths, interests, and experiences. Specific, relevant examples from the current school year show how instruction is thoughtfully varied and consistently modified to meet the full range of student needs. The teacher exhibits a strong understanding of differentiation and a commitment to equitable, student-centered learning.

Reflective Summary Questions with Proposed Rubric

1.3: Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)

1	2	3	4
The response/artifact shows little or no meaningful communication with parents, guardians, or caregivers. Examples from the current school year are missing or unclear, and there is no clear link between communication and student learning. The response lacks evidence of outreach or strategies to involve families in the educational process.	The response/artifact demonstrates minimal effort to communicate with families, but examples are limited, general, or lack depth. Communication is infrequent, one-way, or focused mainly on academic performance without a clear link to enhancing learning. There is limited evidence of intentional strategies to engage or collaborate with caregivers.	The response/artifact includes relevant examples from the current school year showing regular and purposeful communication with families. The teacher uses effective strategies to share information and engage caregivers in ways that support student success, though the approach may be more routine than personalized. There is evidence of positive outreach and responsiveness to family concerns.	The response/artifact provides clear, specific examples from the current school year that demonstrate consistent, proactive, and meaningful communication with families. The communication methods are varied, inclusive, and designed to build strong partnerships that directly support and enhance student learning. The teacher shows a strong commitment to collaboration and responsiveness to family needs and input.

1.4: Citing examples from the current school year, describe how you use available technological tools and communication strategies to engage each student. (NYS Teaching Standard I.6)

1	2	3	4
The response/artifact shows minimal or no use of technological tools or communication strategies to support student engagement. Examples from the current school year are absent or unclear. There is little indication that technology is used purposefully, and strategies for engaging individual learners are lacking.	The response/artifact reflects limited or inconsistent use of technology and communication strategies to engage students. Examples from the current school year are general or vague, and there is little evidence of intentional planning to meet varied student needs. Engagement appears superficial or limited to basic instructional tasks.	The response/artifact includes clear examples from the current school year that demonstrate effective use of available technology and communication strategies to engage most students. The teacher uses appropriate tools and methods to support learning and maintain student interest, with some evidence of differentiation and thoughtful implementation.	The response/artifact provides specific, relevant examples from the current school year showing consistent and innovative use of a variety of technological tools and communication strategies to actively engage all students. The approach is clearly personalized, inclusive, and reflects a deep understanding of how technology can support diverse learning styles, promote student voice, and enhance engagement and achievement.

Reflective Summary Questions with Proposed Rubric

Standard 5:

5.1: Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

1	2	3	4
The response/artifact shows minimal or no clear understanding of how to design, select, or use assessments effectively. Examples from the current school year are missing or not clearly connected to assessment practices. There is little to no evidence of using assessment to inform instruction, establish goals, or measure and record student achievement in a meaningful way.	The response/artifact reflects basic understanding of assessment design and use but lacks detail, depth, or consistency. Examples from the current school year are general or limited, and the alignment between assessments and learning goals is weak or unclear. There is some indication of assessment use to guide instruction, but evidence of impact on student learning is minimal.	The response/artifact includes relevant examples from the current school year of the design, selection, and purposeful use of assessments to set learning goals, inform instruction, and measure student achievement. Assessments are aligned to learning goals and show a clear connection to classroom planning and decision-making.	The response/artifact provides clear, detailed examples from the current school year showing how assessments are thoughtfully designed or selected to establish meaningful learning goals, inform instruction, and accurately measure student achievement. There is strong evidence that assessments are well-aligned to learning goals and standards, varied in format, and used to guide timely instructional adjustments. The teacher demonstrates a deep understanding of assessment as an ongoing, integrated part of the learning process.

5.2: Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

1	2	3	4
The response/artifact shows little or no use of assessment data to provide feedback or set goals with students. There are no clear examples from the current school year, and student self-assessment is absent or not addressed. The teacher demonstrates minimal understanding of how to involve students in using assessment to guide their own learning.	The response/artifact shows limited or inconsistent use of assessment data as feedback for goal-setting. Examples from the current school year are vague or general, and student engagement in self-assessment is minimal. While the teacher shows some awareness of the importance of feedback and student reflection, the implementation is underdeveloped or minimally utilized.	The response/artifact includes relevant examples from the current school year showing regular use of assessment data to provide feedback and set learning goals with students. Students are involved in some form of self-assessment, and the teacher uses feedback to support student understanding and progress.	The response/artifact provides clear, specific examples from the current school year showing how assessment data is consistently used as meaningful feedback to guide individual goal-setting with students. Students are actively engaged in self-assessment and reflection, and there is strong evidence of a classroom culture that empowers learners to take ownership of their progress. The teacher demonstrates a deep understanding of formative assessment practices that support student growth and motivation.

Reflective Summary Questions with Proposed Rubric

5.3: Citing examples from the current school year, describe how you reflect upon and evaluate the effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4)

1	2	3	4
The response/artifact lacks evidence of meaningful reflection on or evaluation of the assessment system. Examples from the current school year are absent or unclear. There is little to no indication that assessment data is used to make informed adjustments or guide instructional planning. The assessment system is disconnected from decision-making.	The response/artifact shows some awareness of the need to reflect on assessment practices but provides limited or vague examples from the current school year. Adjustments to the assessment system appear minimal, occasional, or not clearly linked to reflection. Instructional planning is minimally connected to assessment results, and the system may not consistently support student learning needs.	The response/artifact includes relevant examples from the current school year that show the teacher reflects on and evaluates the assessment system with regularity. Adjustments are made based on student performance or instructional outcomes, and the system supports effective planning.	The response/artifact provides detailed, specific examples from the current school year showing a consistent and thoughtful process for reflecting on and evaluating the assessment system. The teacher regularly uses data and student outcomes to assess the effectiveness of various assessment tools and makes intentional adjustments to improve alignment with learning goals and inform instructional planning.

5.4: Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5)

1	2	3	4
The response/artifact provides little or no evidence of communicating the purpose of assessments, criteria for success, or preparation for assessment formats. Examples from the current school year are absent or unclear. Students are not adequately informed or prepared, which negatively affects their performance and confidence.	The response/artifact shows some effort to communicate assessment purposes, criteria, and preparation, but examples are limited, vague, or inconsistent. Students may receive general information about assessments, but preparation and explanation of success criteria are insufficient or unclear. Communication practices lack consistency.	The response/artifact includes relevant examples from the current school year showing that the teacher communicates the purpose of assessments and criteria for success. Students receive preparation for assessment formats, which helps them approach assessments with understanding and readiness. Communication is clear and effective.	The response/artifact provides detailed, specific examples from the current school year demonstrating clear and consistent communication of assessment purposes and success criteria. The teacher thoughtfully prepares students for various assessment formats, ensuring they understand expectations and feel confident. Communication is proactive and tailored to student needs, fostering a supportive assessment environment.

Reflective Summary Questions with Proposed Rubric

Standard 6:

6.1: Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

1	2	3	4
The response/artifact shows little or no evidence of advocacy for students. Examples from the current school year are absent or unclear. The teacher does not demonstrate an active role in supporting student needs.	The response/artifact reflects some effort to advocate for students but provides limited or vague examples. Advocacy actions may be reactive rather than proactive and show inconsistent follow-through. There is some awareness of student needs, but efforts to support or remove barriers are minimal or not clearly described.	The response/artifact includes relevant examples from the current school year showing regular and purposeful advocacy for students. The teacher supports student needs through communication and collaboration with families and staff and works to address challenges that impact learning. Advocacy is consistent and positively influences student outcomes.	The response/artifact provides clear, detailed examples from the current school year demonstrating proactive, consistent, and effective advocacy for students' academic, social, and emotional needs. The teacher actively collaborates with families, colleagues, and community resources to remove barriers and promote equitable opportunities. Advocacy efforts are student-centered, impactful, and reflect a strong commitment to each student's success and well-being.

6.2: Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

1	2	3	4
The response/artifact provides little or no evidence of collaboration with colleagues or the community. Examples from the current school year are missing or unclear, and there is no indication of efforts to contribute to a common culture that supports high expectations for student learning.	The response/artifact shows some collaboration with colleagues and the community but provides limited or vague examples. Engagement is occasional with minimal impact on developing or sustaining a shared culture of high expectations. The teacher's role in collaboration is unclear or inconsistent.	The response/artifact includes relevant examples from the current school year demonstrating regular engagement and collaboration with colleagues and the community. The teacher contributes to maintaining a culture of high expectations and supports collective efforts to enhance student learning. Collaboration is consistent and effective.	The response/artifact provides detailed, specific examples from the current school year showing proactive, sustained collaboration with colleagues and community members to build and maintain a shared culture centered on high expectations. The teacher actively fosters a positive environment, participates in decision-making, and helps align goals and practices to promote student success. Collaboration is inclusive, purposeful, and leads to improvements in the learning community.

Reflective Summary Questions with Proposed Rubric

6.3: Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4)

1	2	3	4
The response/artifact provides little or no evidence of participation in school or district events. Examples from the current school year are absent or unclear, and the teacher demonstrates minimal engagement with the school community beyond the classroom.	The response/artifact reflects occasional or limited participation in school or district events. Examples are general or infrequent, with minimal impact on the broader school community. The teacher's involvement appears reactive rather than proactive.	The response/artifact includes relevant examples showing regular participation in school and district events. The teacher supports community activities and engages positively with colleagues, students, and families, contributing to a welcoming and involved school culture.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, consistent, and enthusiastic participation in a wide range of school and district events. The teacher takes on leadership roles or contributes meaningfully to event planning and execution, showing strong commitment to the school community beyond the classroom.

6.4: Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

1	2	3	4
The response/artifact shows minimal or no evidence of communication or collaboration with families, guardians, or caregivers. Examples from the current school year are absent or unclear. There is little indication that family partnerships are considered or leveraged to support student development.	The response/artifact reflects limited or inconsistent communication and collaboration with families. Examples are vague or infrequent, and family engagement is reactive or one-sided. The teacher shows some awareness of the importance of family involvement, yet effective or sustained partnerships are not evident.	The response/artifact includes relevant examples showing regular communication and collaboration with families and caregivers. The teacher shares important information, responds to concerns, and engages families in supporting student learning. Collaboration is positive and consistent.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive, ongoing, and meaningful communication and collaboration with families, guardians, and caregivers. The teacher builds strong partnerships, listens to family input, shares student progress transparently, and works collaboratively to support student development and success.

Reflective Summary Questions with Proposed Rubric

Standard 7:

7.1: Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standard VII.1)

1	2	3	4
The response/artifact shows minimal or no evidence of reflecting on student learning data to improve instruction or guide professional growth. Examples from the current school year are absent or unclear. Reflection appears limited or absent, and instructional practices are not meaningfully adjusted based on student outcomes.	The response/artifact reflects some consideration of student learning evidence but provides limited or vague examples. The use of data to guide instruction or professional growth is inconsistent or superficial. Reflection is occasional or reactive, with unclear impact on teaching effectiveness or professional growth.	The response/artifact includes relevant examples showing regular reflection on student learning data. The teacher uses this information to inform instructional decisions and identifies professional development needs. Reflection is purposeful and supports instructional improvement.	The response/artifact provides detailed, specific examples from the current school year showing a thoughtful and systematic reflection on diverse evidence of student learning. The teacher uses these insights to make meaningful adjustments in instruction and actively pursue targeted professional growth opportunities. Reflection is ongoing, data-informed, and clearly linked to improving student outcomes and professional growth.

7.2: Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2)

1	2	3	4
The response/artifact shows minimal or no evidence of setting personal professional goals or engaging in ongoing professional development. Examples from the current school year are absent or unclear. There is little indication of a reflective or growth-oriented approach to improving teaching skills.	The response/artifact reflects some awareness of the importance of professional goals and development but provides limited or vague examples. Goal-setting and engagement in professional learning may be sporadic or lack clear alignment with teaching competencies. The teacher shows limited or inconsistent effort toward growth.	The response/artifact includes relevant examples demonstrating that the teacher sets personal professional goals and regularly participates in professional development. The goals are appropriate and support improvement in teaching competencies.	The response/artifact provides detailed, specific examples from the current school year showing a proactive, reflective approach to setting clear, relevant personal professional goals. The teacher actively pursues and applies ongoing professional development opportunities that are thoughtfully aligned with their goals and teaching competencies. There is evidence of continuous growth and a strong commitment to self-improvement.

Reflective Summary Questions with Proposed Rubric

7.3: Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYS Teaching Standard VII.3)

1	2	3	4
The response/artifact provides little or no evidence of collaboration or constructive feedback practices. Examples from the current school year are absent or unclear. The teacher demonstrates minimal engagement in peer collaboration or feedback exchange aimed at improving professional practice.	The response/artifact shows some collaboration and limited or inconsistent use of constructive feedback. Examples may be vague or reflect occasional engagement. The teacher may receive or give feedback but with minimal impact on professional growth or team dynamics.	The response/artifact includes relevant examples showing regular collaboration with colleagues and appropriate exchange of constructive feedback. The teacher participates positively in feedback conversations and uses input to improve professional practice. Collaboration and feedback contribute to a supportive work environment.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, respectful, and ongoing collaboration with colleagues. The teacher effectively gives and receives constructive feedback, fostering a culture of trust and continuous improvement. Feedback exchanges are thoughtful, balanced, and clearly aimed at enhancing professional practice and student outcomes.

7.4: Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4)

1	2	3	4
The response/artifact provides little or no evidence of accessing professional resources to enhance understanding of teaching and learning. Examples from the current school year are absent or unclear. There is little or no indication of seeking or applying new knowledge related to curriculum, instruction, or assessment.	The response/artifact shows some access to professional resources but with limited examples. The application of new knowledge to curriculum, instruction, or assessment is inconsistent or minimal. The teacher's use of resources lacks depth or clear impact on practice.	The response/artifact includes relevant examples showing regular use of professional resources to support understanding of teaching and learning. The teacher applies new information to improve curriculum, instruction, or assessment with positive effects on practice. Engagement with resources is consistent and purposeful.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive and strategic access to a wide range of professional resources. The teacher critically evaluates and applies new knowledge to enhance curriculum, instruction, and assessment practices. There is clear evidence of continuous learning and thoughtful integration of best practices.

Reflective Summary Questions with Proposed Rubric

Untenured Teacher Cycles	Cycle 1 (25-26)	1.1	5.1	6.1	7.1	M-Z (25-26) A-L (26-27)	Tenured Teacher Cycles
	Cycle 2 (26-27)	1.2	5.2	6.2	7.2		
	Cycle 3 (27-28)	1.3	5.3	6.3	7.3	M-Z (27-28) A-L (28-29)	
	Cycle 4 (28-29)	1.4	5.4	6.4	7.4		



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Cycle 1 Tenured STA Annual Reflective Summary Worksheet

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 1 - STANDARD 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.

It is not enough for teachers to know and understand childhood or adolescent development norms. Teachers must also know their students: their strengths and weaknesses, their interests, their readiness levels and skill sets, and the outside influences that affect their learning: family dynamics, cultural customs, and socio-economic status. Furthermore, teachers must demonstrate this knowledge and understanding and also incorporate appropriate 21st Century Skills in the planning and preparation of their lessons.

Question 1.1:

1.1 Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard 1.2)

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Standard 1:

1.1: Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard 1.2)

1	2	3	4
The response/artifact shows little to no evidence of using current research to inform lesson planning or instructional practices. It lacks specific examples from the current school year and provides minimal or no indication of how instruction is adjusted to address student needs. Understanding of differentiated or responsive instruction is unclear or missing.	The response/artifact reflects limited or inconsistent integration of evidence from current research to inform lesson planning or instructional practices. Examples from the school year are vague or lack strong connections to research-based practices. While there is some awareness of student needs, adjustments to instruction are minimal or not clearly linked to research.	The response/artifact shows solid and effective evidence from current research to inform lesson planning or instructional practices. Examples from the current school year support the general application of research-based practices. The teacher demonstrates a clear effort to meet the needs of all students, with some evidence of instructional flexibility.	The response/artifact demonstrates a strong and consistent integration of evidence from current research to inform lesson planning or instructional practices. Multiple, specific examples from the current school year show clear connections between research-based strategies and responsive teaching practices. Instruction is thoughtfully adjusted to meet the needs of all students, including those with diverse academic, linguistic, cultural, and social-emotional needs.

Question 1.2:

1.2 Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard 1.3)

Artifacts

Name	Upload Date	Upload User	File								
1.2: Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard 1.3) <table><tr><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>The response/artifact shows minimal or no evidence of planning for or adapting instruction based on student strengths, interests, or experiences. Little to no relevant examples are provided from the current school year. Instructional strategies appear one-size-fits-all, with limited consideration of student diversity or individual learning needs.</td><td>The response/artifact reflects a basic awareness of student differences but lacks depth or specificity in how instruction is varied or modified. Examples from the current school year are vague, limited, or loosely connected to planning and instructional decisions. There is limited evidence of differentiation, but it may not fully address the diverse needs of all learners.</td><td>The response/artifact shows a solid understanding of how to plan and adjust instruction based on student strengths, interests, and experiences. Examples from the current school year are relevant and demonstrate purposeful variation in instruction to support diverse learners. The response reflects effective and consistent instructional practices.</td><td>The response/artifact demonstrates a deep, intentional approach to instructional planning that is clearly informed by students' individual strengths, interests, and experiences. Specific, relevant examples from the current school year show how instruction is thoughtfully varied and consistently modified to meet the full range of student needs. The teacher exhibits a strong understanding of differentiation and a commitment to equitable, student-centered learning.</td></tr></table>				1	2	3	4	The response/artifact shows minimal or no evidence of planning for or adapting instruction based on student strengths, interests, or experiences. Little to no relevant examples are provided from the current school year. Instructional strategies appear one-size-fits-all, with limited consideration of student diversity or individual learning needs.	The response/artifact reflects a basic awareness of student differences but lacks depth or specificity in how instruction is varied or modified. Examples from the current school year are vague, limited, or loosely connected to planning and instructional decisions. There is limited evidence of differentiation, but it may not fully address the diverse needs of all learners.	The response/artifact shows a solid understanding of how to plan and adjust instruction based on student strengths, interests, and experiences. Examples from the current school year are relevant and demonstrate purposeful variation in instruction to support diverse learners. The response reflects effective and consistent instructional practices.	The response/artifact demonstrates a deep, intentional approach to instructional planning that is clearly informed by students' individual strengths, interests, and experiences. Specific, relevant examples from the current school year show how instruction is thoughtfully varied and consistently modified to meet the full range of student needs. The teacher exhibits a strong understanding of differentiation and a commitment to equitable, student-centered learning.
1	2	3	4								
The response/artifact shows minimal or no evidence of planning for or adapting instruction based on student strengths, interests, or experiences. Little to no relevant examples are provided from the current school year. Instructional strategies appear one-size-fits-all, with limited consideration of student diversity or individual learning needs.	The response/artifact reflects a basic awareness of student differences but lacks depth or specificity in how instruction is varied or modified. Examples from the current school year are vague, limited, or loosely connected to planning and instructional decisions. There is limited evidence of differentiation, but it may not fully address the diverse needs of all learners.	The response/artifact shows a solid understanding of how to plan and adjust instruction based on student strengths, interests, and experiences. Examples from the current school year are relevant and demonstrate purposeful variation in instruction to support diverse learners. The response reflects effective and consistent instructional practices.	The response/artifact demonstrates a deep, intentional approach to instructional planning that is clearly informed by students' individual strengths, interests, and experiences. Specific, relevant examples from the current school year show how instruction is thoughtfully varied and consistently modified to meet the full range of student needs. The teacher exhibits a strong understanding of differentiation and a commitment to equitable, student-centered learning.								

Question 1.3:

1.3 Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)

Artifacts				
Name	Upload Date	Upload User	File	

1.3: Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)

1	2	3	4
The response/artifact shows little or no meaningful communication with parents, guardians, or caregivers. Examples from the current school year are missing or unclear, and there is no clear link between communication and student learning. The response lacks evidence of outreach or strategies to involve families in the educational process.	The response/artifact demonstrates minimal effort to communicate with families, but examples are limited, general, or lack depth. Communication is infrequent, one-way, or focused mainly on academic performance without a clear link to enhancing learning. There is limited evidence of intentional strategies to engage or collaborate with caregivers.	The response/artifact includes relevant examples from the current school year showing regular and purposeful communication with families. The teacher uses effective strategies to share information and engage caregivers in ways that support student success, though the approach may be more routine than personalized. There is evidence of positive outreach and responsiveness to family concerns.	The response/artifact provides clear, specific examples from the current school year that demonstrate consistent, proactive, and meaningful communication with families. The communication methods are varied, inclusive, and designed to build strong partnerships that directly support and enhance student learning. The teacher shows a strong commitment to collaboration and responsiveness to family needs and input.

Question 1.4:

1.4 Citing examples from the current school year, describe how you use available technological tools and strategies to engage each student. (NYS Teaching Standard I.6)

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Artifacts				
Name	Upload Date	Upload User	File	

1.4: Citing examples from the current school year, describe how you use available technological tools and communication strategies to engage each student. (NYS Teaching Standard I.6)

1	2	3	4
The response/artifact shows minimal or no use of technological tools or communication strategies to support student engagement. Examples from the current school year are absent or unclear. There is little indication that technology is used purposefully, and strategies for engaging individual learners are lacking.	The response/artifact reflects limited or inconsistent use of technology and communication strategies to engage students. Examples from the current school year are general or vague, and there is little evidence of intentional planning to meet varied student needs. Engagement appears superficial or limited to basic instructional tasks.	The response/artifact includes clear examples from the current school year that demonstrate effective use of available technology and communication strategies to engage most students. The teacher uses appropriate tools and methods to support learning and maintain student interest, with some evidence of differentiation and thoughtful implementation.	The response/artifact provides specific, relevant examples from the current school year showing consistent and innovative use of a variety of technological tools and communication strategies to actively engage all students. The approach is clearly personalized, inclusive, and reflects a deep understanding of how technology can support diverse learning styles, promote student voice, and enhance engagement and achievement.

Attendance	
Sick	0
Personal	1

Administrative Comments
Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

CYCLE 2 TENURED STA ANNUAL REFLECTIVE SUMMARY WORKSHEET

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 2 - STANDARD V - ASSESSMENT FOR STUDENT LEARNING

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Question 5.1:

5.1 Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

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Standard 5:

5.1: Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

1	2	3	4
The response/artifact shows minimal or no clear understanding of how to design, select, or use assessments effectively. Examples from the current school year are missing or not clearly connected to assessment practices. There is little to no evidence of using assessment to inform instruction, establish goals, or measure and record student achievement in a meaningful way.	The response/artifact reflects basic understanding of assessment design and use but lacks detail, depth, or consistency. Examples from the current school year are general or limited, and the alignment between assessments and learning goals is weak or unclear. There is some indication of assessment use to guide instruction, but evidence of impact on student learning is minimal.	The response/artifact includes relevant examples from the current school year of the design, selection, and purposeful use of assessments to set learning goals, inform instruction, and measure student achievement. Assessments are aligned to learning goals and show a clear connection to classroom planning and decision-making.	The response/artifact provides clear, detailed examples from the current school year showing how assessments are thoughtfully designed or selected to establish meaningful learning goals, inform instruction, and accurately measure student achievement. There is strong evidence that assessments are well-aligned to learning goals and standards, varied in format, and used to guide timely instructional adjustments. The teacher demonstrates a deep understanding of assessment as an ongoing, integrated part of the learning process.

Question 5.2:

5.2 Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

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5.2: Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

1	2	3	4
The response/artifact shows little or no use of assessment data to provide feedback or set goals with students. There are no clear examples from the current school year, and student self-assessment is absent or not addressed. The teacher demonstrates minimal understanding of how to involve students in using assessment to guide their own learning.	The response/artifact shows limited or inconsistent use of assessment data as feedback for goal-setting. Examples from the current school year are vague or general, and student engagement in self-assessment is minimal. While the teacher shows some awareness of the importance of feedback and student reflection, the implementation is underdeveloped or minimally utilized.	The response/artifact includes relevant examples from the current school year showing regular use of assessment data to provide feedback and set learning goals with students. Students are involved in some form of self-assessment, and the teacher uses feedback to support student understanding and progress.	The response/artifact provides clear, specific examples from the current school year showing how assessment data is consistently used as meaningful feedback to guide individual goal-setting with students. Students are actively engaged in self-assessment and reflection, and there is strong evidence of a classroom culture that empowers learners to take ownership of their progress. The teacher demonstrates a deep understanding of formative assessment practices that support student growth and motivation.

Question 5.3:

5.3 Citing examples from the current school year, describe how you reflect upon and evaluate the effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4)

Artifacts				
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5.3: Citing examples from the current school year, describe how you reflect upon and evaluate the effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4)

1	2	3	4
The response/artifact lacks evidence of meaningful reflection on or evaluation of the assessment system. Examples from the current school year are absent or unclear. There is little to no indication that assessment data is used to make informed adjustments or guide instructional planning. The assessment system is disconnected from decision-making.	The response/artifact shows some awareness of the need to reflect on assessment practices but provides limited or vague examples from the current school year. Adjustments to the assessment system appear minimal, occasional, or not clearly linked to reflection. Instructional planning is minimally connected to assessment results, and the system may not consistently support student learning needs.	The response/artifact includes relevant examples from the current school year that show the teacher reflects on and evaluates the assessment system with regularity. Adjustments are made based on student performance or instructional outcomes, and the system supports effective planning.	The response/artifact provides detailed, specific examples from the current school year showing a consistent and thoughtful process for reflecting on and evaluating the assessment system. The teacher regularly uses data and student outcomes to assess the effectiveness of various assessment tools and makes intentional adjustments to improve alignment with learning goals and inform instructional planning.

Question 5.4:

5.4 Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5)

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5.4: Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5)

1	2	3	4
The response/artifact provides little or no evidence of communicating the purpose of assessments, criteria for success, or preparation for assessment formats. Examples from the current school year are absent or unclear. Students are not adequately informed or prepared, which negatively affects their performance and confidence.	The response/artifact shows some effort to communicate assessment purposes, criteria, and preparation, but examples are limited, vague, or inconsistent. Students may receive general information about assessments, but preparation and explanation of success criteria are insufficient or unclear. Communication practices lack consistency.	The response/artifact includes relevant examples from the current school year showing that the teacher communicates the purpose of assessments and criteria for success. Students receive preparation for assessment formats, which helps them approach assessments with understanding and readiness. Communication is clear and effective.	The response/artifact provides detailed, specific examples from the current school year demonstrating clear and consistent communication of assessment purposes and success criteria. The teacher thoughtfully prepares students for various assessment formats, ensuring they understand expectations and feel confident. Communication is proactive and tailored to student needs, fostering a supportive assessment environment.

Attendance

Sick 0

Personal 1

Administrative Comments

Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

CYCLE 3 TENURED STA ANNUAL REFLECTIVE SUMMARY WORKSHEET

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

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CYCLE 3 - STANDARD VI - PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Question 6.1:

Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

Artifacts					
Name	Upload Date	Upload User	File		

Standard 6:

6.1: Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

1	2	3	4
The response/artifact shows little or no evidence of advocacy for students. Examples from the current school year are absent or unclear. The teacher does not demonstrate an active role in supporting student needs.	The response/artifact reflects some effort to advocate for students but provides limited or vague examples. Advocacy actions may be reactive rather than proactive and show inconsistent follow-through. There is some awareness of student needs, but efforts to support or remove barriers are minimal or not clearly described.	The response/artifact includes relevant examples from the current school year showing regular and purposeful advocacy for students. The teacher supports student needs through communication and collaboration with families and staff and works to address challenges that impact learning. Advocacy is consistent and positively influences student outcomes.	The response/artifact provides clear detailed examples from the current school year demonstrating proactive, consistent, and effective advocacy for students' academic, social, and emotional needs. The teacher actively collaborates with families, colleagues, and community resources to remove barriers and promote equitable opportunities. Advocacy efforts are student-centered, impactful, and reflect a strong commitment to each student's success and well-being.

Question 6.2:

Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

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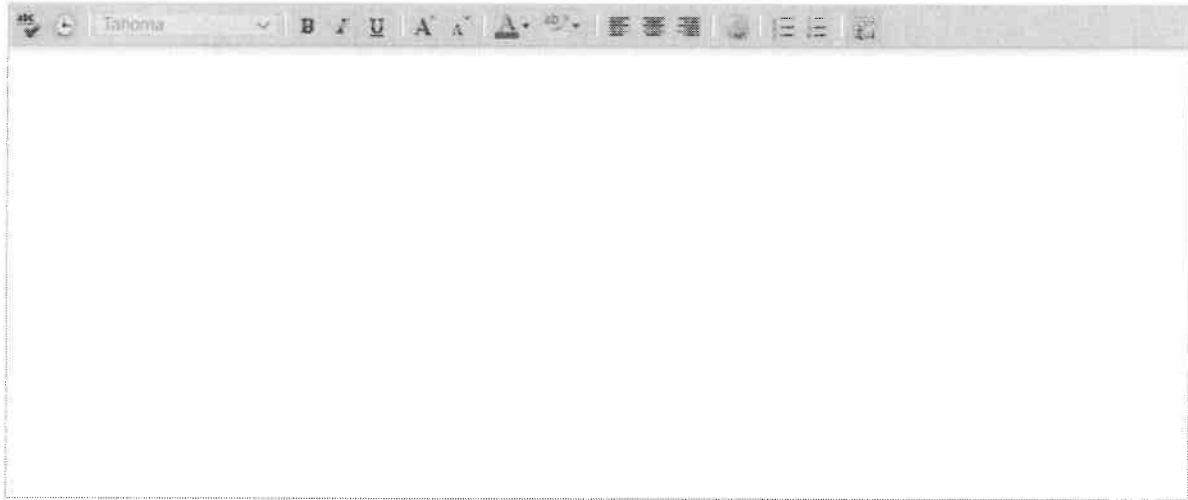
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6.2: Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

1	2	3	4
The response/artifact provides little or no evidence of collaboration with colleagues or the community. Examples from the current school year are missing or unclear, and there is no indication of efforts to contribute to a common culture that supports high expectations for student learning.	The response/artifact shows some collaboration with colleagues and the community but provides limited or vague examples. Engagement is occasional with minimal impact on developing or sustaining a shared culture of high expectations. The teacher's role in collaboration is unclear or inconsistent.	The response/artifact includes relevant examples from the current school year demonstrating regular engagement and collaboration with colleagues and the community. The teacher contributes to maintaining a culture of high expectations and supports collective efforts to enhance student learning. Collaboration is consistent and effective.	The response/artifact provides detailed, specific examples from the current school year showing proactive, sustained collaboration with colleagues and community members to build and maintain a shared culture centered on high expectations. The teacher actively fosters a positive environment, participates in decision-making, and helps align goals and practices to promote student success. Collaboration is inclusive, purposeful, and leads to improvements in the learning community.

Question 6.3:

Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4)



Artifacts				
Name	Upload Date	Upload User	File	

6.3: Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4)

1	2	3	4
The response/artifact provides little or no evidence of participation in school or district events. Examples from the current school year are absent or unclear, and the teacher demonstrates minimal engagement with the school community beyond the classroom.	The response/artifact reflects occasional or limited participation in school or district events. Examples are general or infrequent, with minimal impact on the broader school community. The teacher's involvement appears reactive rather than proactive.	The response/artifact includes relevant examples showing regular participation in school and district events. The teacher supports community activities and engages positively with colleagues, students, and families, contributing to a welcoming and involved school culture.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, consistent, and enthusiastic participation in a wide range of school and district events. The teacher takes on leadership roles or contributes meaningfully to event planning and execution, showing strong commitment to the school community beyond the classroom.

Question 6.4:

Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

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Artifacts				
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6.4: Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

1	2	3	4
The response/artifact shows minimal or no evidence of communication or collaboration with families, guardians, or caregivers. Examples from the current school year are absent or unclear. There is little indication that family partnerships are considered or leveraged to support student development.	The response/artifact reflects limited or inconsistent communication and collaboration with families. Examples are vague or infrequent, and family engagement is reactive or one-sided. The teacher shows some awareness of the importance of family involvement, yet effective or sustained partnerships are not evident.	The response/artifact includes relevant examples showing regular communication and collaboration with families and caregivers. The teacher shares important information, responds to concerns, and engages families in supporting student learning. Collaboration is positive and consistent.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive, ongoing, and meaningful communication and collaboration with families, guardians, and caregivers. The teacher builds strong partnerships, listens to family input, shares student progress transparently, and works collaboratively to support student development and success.

Attendance	
Sick	0
Personal	1

Administrative Comments
Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

CYCLE 4 TENURED STA ANNUAL REFLECTIVE SUMMARY WORKSHEET

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

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CYCLE 4 - STANDARD VII - PROFESSIONAL GROWTH

Teachers set informed goals and strive for continuous professional growth.

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Question 7.1:

Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standards VII.1)

Artifacts				
Name	Upload Date	Upload User	File	

Standard 7:

7.1: Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standard VII.1)

1	2	3	4
The response/artifact shows minimal or no evidence of reflecting on student learning data to improve instruction or guide professional growth. Examples from the current school year are absent or unclear. Reflection appears limited or absent, and instructional practices are not meaningfully adjusted based on student outcomes.	The response/artifact reflects some consideration of student learning evidence but provides limited or vague examples. The use of data to guide instruction or professional growth is inconsistent or superficial. Reflection is occasional or reactive, with unclear impact on teaching effectiveness or professional growth.	The response/artifact includes relevant examples showing regular reflection on student learning data. The teacher uses this information to inform instructional decisions and identifies professional development needs. Reflection is purposeful and supports instructional improvement.	The response/artifact provides detailed, specific examples from the current school year showing a thoughtful and systematic reflection on diverse evidence of student learning. The teacher uses these insights to make meaningful adjustments in instruction and actively pursue targeted professional growth opportunities. Reflection is ongoing, data-informed, and clearly linked to improving student outcomes and professional growth.

Question 7.2:

Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2)

Artifacts				
Name	Upload Date	Upload User	File	

7.2: Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2)

1	2	3	4
The response/artifact shows minimal or no evidence of setting personal professional goals or engaging in ongoing professional development. Examples from the current school year are absent or unclear. There is little indication of a reflective or growth-oriented approach to improving teaching skills.	The response/artifact reflects some awareness of the importance of professional goals and development but provides limited or vague examples. Goal-setting and engagement in professional learning may be sporadic or lack clear alignment with teaching competencies. The teacher shows limited or inconsistent effort toward growth.	The response/artifact includes relevant examples demonstrating that the teacher sets personal professional goals and regularly participates in professional development. The goals are appropriate and support improvement in teaching competencies.	The response/artifact provides detailed, specific examples from the current school year showing a proactive, reflective approach to setting clear, relevant personal professional goals. The teacher actively pursues and applies ongoing professional development opportunities that are thoughtfully aligned with their goals and teaching competencies. There is evidence of continuous growth and a strong commitment to self-improvement.

Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYA Teaching Standard VII.3)

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1	2	3	4
The response/artifact provides little or no evidence of collaboration or constructive feedback practices. Examples from the current school year are absent or unclear. The teacher demonstrates minimal engagement in peer collaboration or feedback exchange aimed at improving professional practice.	The response/artifact shows some collaboration and limited or inconsistent use of constructive feedback. Examples may be vague or reflect occasional engagement. The teacher may receive or give feedback but with minimal impact on professional growth or team dynamics.	The response/artifact includes relevant examples showing regular collaboration with colleagues and appropriate exchange of constructive feedback. The teacher participates positively in feedback conversations and uses input to improve professional practice. Collaboration and feedback contribute to a supportive work environment.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, respectful, and ongoing collaboration with colleagues. The teacher effectively gives and receives constructive feedback, fostering a culture of trust and continuous improvement. Feedback exchanges are thoughtful, balanced, and clearly aimed at enhancing professional practice and student outcomes.

1	2	3	4
The response/artifact provides little or no evidence of collaboration or constructive feedback practices. Examples from the current school year are absent or unclear. The teacher demonstrates minimal engagement in peer collaboration or feedback exchange aimed at improving professional practice.	The response/artifact shows some collaboration and limited or inconsistent use of constructive feedback. Examples may be vague or reflect occasional engagement. The teacher may receive or give feedback but with minimal impact on professional growth or team dynamics.	The response/artifact includes relevant examples showing regular collaboration with colleagues and appropriate exchange of constructive feedback. The teacher participates positively in feedback conversations and uses input to improve professional practice. Collaboration and feedback contribute to a supportive work environment.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, respectful, and ongoing collaboration with colleagues. The teacher effectively gives and receives constructive feedback, fostering a culture of trust and continuous improvement. Feedback exchanges are thoughtful, balanced, and clearly aimed at enhancing professional practice and student outcomes.

Question 7.4:

Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4)

Artifacts				
Name	Upload Date	Upload User	File	

7.4: Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4)

1	2	3	4
The response/artifact provides little or no evidence of accessing professional resources to enhance understanding of teaching and learning. Examples from the current school year are absent or unclear. There is little or no indication of seeking or applying new knowledge related to curriculum, instruction, or assessment.	The response/artifact shows some access to professional resources but with limited examples. The application of new knowledge to curriculum, instruction, or assessment is inconsistent or minimal. The teacher's use of resources lacks depth or clear impact on practice.	The response/artifact includes relevant examples showing regular use of professional resources to support understanding of teaching and learning. The teacher applies new information to improve curriculum, instruction, or assessment with positive effects on practice. Engagement with resources is consistent and purposeful.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive and strategic access to a wide range of professional resources. The teacher critically evaluates and applies new knowledge to enhance curriculum, instruction, and assessment practices. There is clear evidence of continuous learning and thoughtful integration of best practices.

Attendance	
Sick	0
Personal	1

Administrative Comments
Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Classroom Teacher Observation Report

Type of Observation
Announced/Unannounced
(Choose from drop down)

Type of Observation Full
Length/Walkthrough
(Choose from drop down)

Indicate Grade/Course

SAMPLE FORM ONLY

Observation may be uploaded here if necessary.

File List

File Name

Date Uploaded

Size

Date of Observation:

II. KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING: [Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.]

Element 2.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

*NYSUT 2012 2.5 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Designs learning experiences using prior knowledge	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

Element 2.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

*NYSUT 2012 2.6 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Organizes time	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.

Evidence of Standards in Practice:

III. INSTRUCTIONAL PRACTICE: [Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.]

Element 3.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

***NYSUT 2012 3.1.a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Aligns instruction to standards	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning standards.	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning standards, but may be unable to clearly convey their relation to the learning experiences.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences. Students are able to make connections between different learning experiences and learning standards.

***NYSUT 2012 3.1.b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses research-based instruction	Teacher does not implement research-based instructional practices.	Teacher implements some research-based instructional practices.	Teacher implements multiple research-based instructional practices.	Teacher implements multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.

***NYSUT 2012 3.1.c**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Engages students	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

Element 3.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

***NYSUT 2012 3.2a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides directions and procedures	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.

***NYSUT 2012 3.2b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses questioning techniques	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in most students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require all students to respond	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate many questions to advance their understanding.

***NYSUT 2012 3.2c**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Responds to students	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.

***NYSUT 2012 3.2d**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Communicates content	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

Element 3.3: Teachers set high expectations and create challenging learning experiences for students.

***NYSUT 2012 3.3 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Articulates measures of success	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.

Element 3.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

***NYSUT 2012 3.4 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Differentiates instruction	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students. There is no attention to 21st Century Skills.	Teacher uses only some differentiated instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. There is occasional attention to 21st Century Skills.	Teacher uses differentiated instructional strategies that are appropriate to groups of students and to the instructional outcomes. Strategies motivate and represent significant cognitive challenge and promote 21st Century Skills.	Teacher uses differentiated instructional strategies that motivate and engage each student in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are appropriate, for individual and diverse learners.

*NYSUT 2012 3.4 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Implements strategies for mastery of learning outcomes	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.

Element 3.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides opportunities for collaboration	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher models effective interpersonal skills to promote collaborative student learning.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher transparently models and encourages effective use of interpersonal skills to build student capacity for collaboration. Students themselves ensure that all voices and ideas are heard in the discussion.

*NYSUT 2012 3.5 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides synthesis, critical thinking, and problem-solving	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, and problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21st Century Skills.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21st Century Skills. Students initiate collaborative, problem-solving opportunities.

Element 3.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

*NYSUT 2012 3.6 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses formative assessment to monitor and adjust pacing	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

***NYSUT 2012 3.6 b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides feedback during and after instruction	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

Evidence of Standards in Practice:

IV. LEARNING ENVIRONMENT: [Teachers work with all students to create a dynamic learning environment that supports achievement and growth.]

Element 4.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

***NYSUT 2012 4.1 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Interactions with students	Teacher interactions, with at least some students, is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.

***NYSUT 2012 4.1 C**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Reinforces positive interactions among students	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.

Element 4.2: Teachers create an intellectually challenging and stimulating learning environment.

***NYSUT 2012 4.2 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment, discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative, and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment and creates an environment where all students are expected to express their ideas, take initiative, and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals with innovation, flexibility and originality.

*NYSUT 2012 4.2 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Promotes student curiosity and enthusiasm	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged and enthusiastic.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students — through their curiosity, initiative, and active participation— demonstrate enthusiasm for learning. Students are cognitively engaged and strive to meet challenging learning goals.

Element 4.3: Teachers manage the learning environment for the effective operation of the classroom.

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes routines/procedures/transitions and expectations for student behavior	The teacher's routines/procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost between activities or lesson segments. Students are confused.	The teacher's routines/procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. Most students seem to understand them.	Teacher's routines/procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/procedures/ transitions and standards of conduct. They are clear to all students and appear to be internalized. Students assume responsibility in developing routines and standards of conduct, and in ensuring their efficient operation.

*NYSUT 2012 4.3 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes instructional groups	Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.	Teacher's grouping results in students in only some groups being productively engaged in learning while unsupervised by the teacher. Student interactions are generally appropriate but occasionally may reflect disrespect for one another.	Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student interactions are generally polite and respectful.	Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student interactions are consistently polite and respectful.

Element 4.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

*NYSUT 2012 4.4 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Organizes learning environment	Teacher has not organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the learning environment to adequately accommodate student learning needs. Available resources, time and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. The resources are adjusted to support the learning activities.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. Students adjust the resources to advance their learning.

*NYSUT 2012 4.4 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Manages volunteers and/or paraprofessionals	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.

*NYSUT 2012 4.4 c

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes classroom safety	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.

Evidence of Standards in Practice:

Commendations and Recommendations

File List

File Name

Date Uploaded

Size

3012-e Composite Score Report Tenured Teacher

User Information

Name: Title: Special Education Teacher
Building: Department: Pupil Personnel Services 6-8
Grade: Evaluation Type:
Assigned Administrator: Evaluation Cycle:
Submitted By: Date Submitted:
Acknowledged By: Date Acknowledged:
Finalized By: Date Finalized :

New York State Performance Matrix

TEACHER PRACTICE						
REFLECTIVE SUMMARY			Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
			4	3	2	1
	4	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Partially Meets Expectations
	3	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Partially Meets Expectations
	2	Partially Meets Expectations	Meets Expectations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
	1	Significantly Below Expectations	Partially Meets Expectations	Partially Meets Expectations	Significantly Below Expectations	Significantly Below Expectations

Teacher Practice

Observation Score Reports

	Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
+	*NYSUT 2012 2.5 b	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 2.6 a	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 3.1 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.1 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.1c	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.2a	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 3.2b	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.2c	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.2d	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.3 a	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.4 a	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 3.4 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.5 a	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.5 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.6 a	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.6 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.1 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.1 C	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.2 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.2 b	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 4.3 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.3 b	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 4.4 a	2 of 2	7	8	2	3.5	06/10/2025

	*NYSUT 2012 4.4 b	2 of 2	8	8	2	4	06/10/2025
	*NYSUT 2012 4.4 c	2 of 2	8	8	2	4	06/10/2025
TOTAL:			173	200	50	3.46	

Observation Average Score:



	Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
	*NYSUT 2012 2.5 b	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 2.6 a	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.1 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.1 b	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.1c	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.2a	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.2b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.2c	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.2d	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.3 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.4 a	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.4 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.5 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.5 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.6 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.6 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.1 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.1 C	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.2 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.2 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.3 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.3 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.4 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.4 b	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 4.4 c	1 of 1	4	4	1	4	06/10/2025
TOTAL:			82	100	25	3.28	

Teacher Practice Total Score 1:

Teacher Practice Total Score 2:

Teacher Practice Rating

Reflective Summary

Reflective Summary Score 1:

Reflective Summary Score 2:

Reflective Summary Rating

Overall Evaluation Cycle Score

Overall 4 Year Evaluation Cycle Score:

Name	Upload Date	Upload User	File			
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1.1: Citing examples from the current school year, describe how you integrate current research to design lesson plans and adjust instruction to address the needs of all students. (NYS Teaching Standard 1.2)

Question 1.2:

1.2 Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard I.3)

Artifacts					
Name	Upload Date	Upload User	File		

1.2: Citing examples from the current school year, describe how you plan for and vary and modify instruction for student strengths, interests, and experiences to meet the diverse learning needs of each student. (NYS Teaching Standard I.3)

1	2	3	4
The response/artifact shows minimal or no evidence of planning for or adapting instruction based on student strengths, interests, or experiences. Little to no relevant examples are provided from the current school year. Instructional strategies appear one-size-fits-all, with limited consideration of student diversity or individual learning needs.	The response/artifact reflects a basic awareness of student differences but lacks depth or specificity in how instruction is varied or modified. Examples from the current school year are vague, limited, or loosely connected to planning and instructional decisions. There is limited evidence of differentiation, but it may not fully address the diverse needs of all learners.	The response/artifact shows a solid understanding of how to plan and adjust instruction based on student strengths, interests, and experiences. Examples from the current school year are relevant and demonstrate purposeful variation in instruction to support diverse learners. The response reflects effective and consistent instructional practices.	The response/artifact demonstrates a deep, intentional approach to instructional planning that is clearly informed by students' individual strengths, interests, and experiences. Specific, relevant examples from the current school year show how instruction is thoughtfully varied and consistently modified to meet the full range of student needs. The teacher exhibits a strong understanding of differentiation and a commitment to equitable, student-centered learning.

Question 1.3:

1.3 Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)

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Artifacts				
Name	Upload Date	Upload User	File	

1.3: Citing examples from the current school year, describe how you communicate with parents, guardians, and/or caregivers to enhance student learning. (NYS Teaching Standard I.4)

1	2	3	4
The response/artifact shows little or no meaningful communication with parents, guardians, or caregivers. Examples from the current school year are missing or unclear, and there is no clear link between communication and student learning. The response lacks evidence of outreach or strategies to involve families in the educational process.	The response/artifact demonstrates minimal effort to communicate with families, but examples are limited, general, or lack depth. Communication is infrequent, one-way, or focused mainly on academic performance without a clear link to enhancing learning. There is limited evidence of intentional strategies to engage or collaborate with caregivers.	The response/artifact includes relevant examples from the current school year showing regular and purposeful communication with families. The teacher uses effective strategies to share information and engage caregivers in ways that support student success, though the approach may be more routine than personalized. There is evidence of positive outreach and responsiveness to family concerns.	The response/artifact provides clear, specific examples from the current school year that demonstrate consistent, proactive, and meaningful communication with families. The communication methods are varied, inclusive, and designed to build strong partnerships that directly support and enhance student learning. The teacher shows a strong commitment to collaboration and responsiveness to family needs and input.

1.4 Citing examples from the current school year, describe how you use available technological tools and strategies to engage each student. (NYS Teaching Standard I.6)

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1	2	3	4
The response/artifact shows minimal or no use of technological tools or communication strategies to support student engagement. Examples from the current school year are absent or unclear. There is little indication that technology is used purposefully, and strategies for engaging individual learners are lacking.	The response/artifact reflects limited or inconsistent use of technology and communication strategies to engage students. Examples from the current school year are general or vague, and there is little evidence of intentional planning to meet varied student needs. Engagement appears superficial or limited to basic instructional tasks.	The response/artifact includes clear examples from the current school year that demonstrate effective use of available technology and communication strategies to engage most students. The teacher uses appropriate tools and methods to support learning and maintain student interest, with some evidence of differentiation and thoughtful implementation.	The response/artifact provides specific, relevant examples from the current school year showing consistent and innovative use of a variety of technological tools and communication strategies to actively engage all students. The approach is clearly personalized, inclusive, and reflects a deep understanding of how technology can support diverse learning styles, promote student voice, and enhance engagement and achievement.

Sick	0
Personal	1

Administrative Comments:



Cycle 1 Tenured STA Annual Reflective Summary Worksheet

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

In addition to classroom observations and visits, professional and collegial efforts will be recognized as part of the overall composite score. Referring to the NYSUT 2012 rubric, please list or write about the work that you have done throughout the school year relevant to the NYS Teaching Standard addressed. Only include information relative to this school year. Feel free to use this document as a continuous worksheet if you wish to add to it as needed.

Artifacts must be uploaded as evidence of the information submitted. Initial certificate holders are required to upload at least one artifact for each of the seven NYS Teaching Standards.

CYCLE 2 - STANDARD V - ASSESSMENT FOR STUDENT LEARNING

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Assessment is an integral part of the instructional process. The design of instruction must account for a range of assessment strategies: formative and summative, formal and informal. High quality assessment practice makes students fully aware of criteria and performance standards, informs teacher's instructional decisions, and leverages both teacher and student feedback. Further, these practices also incorporate student self-assessment and teacher analysis and reflection to inform instruction.

Question 5.1:

5.1 Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

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Standard 5:

5.1: Citing examples from the current school year, describe how you design and/or select assessments to establish learning goals and inform instruction, measure and record student achievement, and align assessments to learning goals. (NYS Teaching Standard V.1)

1	2	3	4
The response/artifact shows minimal or no clear understanding of how to design, select, or use assessments effectively. Examples from the current school year are missing or not clearly connected to assessment practices. There is little to no evidence of using assessment to inform instruction, establish goals, or measure and record student achievement in a meaningful way.	The response/artifact reflects basic understanding of assessment design and use but lacks detail, depth, or consistency. Examples from the current school year are general or limited, and the alignment between assessments and learning goals is weak or unclear. There is some indication of assessment use to guide instruction, but evidence of impact on student learning is minimal.	The response/artifact includes relevant examples from the current school year of the design, selection, and purposeful use of assessments to set learning goals, inform instruction, and measure student achievement. Assessments are aligned to learning goals and show a clear connection to classroom planning and decision-making.	The response/artifact provides clear, detailed examples from the current school year showing how assessments are thoughtfully designed or selected to establish meaningful learning goals, inform instruction, and accurately measure student achievement. There is strong evidence that assessments are well-aligned to learning goals and standards, varied in format, and used to guide timely instructional adjustments. The teacher demonstrates a deep understanding of assessment as an ongoing, integrated part of the learning process.

Question 5.2:

5.2 Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

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5.2: Citing examples from the current school year, describe how you use assessment data as feedback to set goals with students and engage students in self-assessment. (NYS Teaching Standard V.2)

1	2	3	4
The response/artifact shows little or no use of assessment data to provide feedback or set goals with students. There are no clear examples from the current school year, and student self-assessment is absent or not addressed. The teacher demonstrates minimal understanding of how to involve students in using assessment to guide their own learning.	The response/artifact shows limited or inconsistent use of assessment data as feedback for goal-setting. Examples from the current school year are vague or general, and student engagement in self-assessment is minimal. While the teacher shows some awareness of the importance of feedback and student reflection, the implementation is underdeveloped or minimally utilized.	The response/artifact includes relevant examples from the current school year showing regular use of assessment data to provide feedback and set learning goals with students. Students are involved in some form of self-assessment, and the teacher uses feedback to support student understanding and progress.	The response/artifact provides clear, specific examples from the current school year showing how assessment data is consistently used as meaningful feedback to guide individual goal-setting with students. Students are actively engaged in self-assessment and reflection, and there is strong evidence of a classroom culture that empowers learners to take ownership of their progress. The teacher demonstrates a deep understanding of formative assessment practices that support student growth and motivation.

5.3 Citing examples from the current school year, describe how you reflect upon and evaluate the effectiveness of your comprehensive assessment system to make adjustments to it and plan instruction accordingly. (NYS Teaching Standard V.4)

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1	2	3	4
The response/artifact lacks evidence of meaningful reflection on or evaluation of the assessment system. Examples from the current school year are absent or unclear. There is little to no indication that assessment data is used to make informed adjustments or guide instructional planning. The assessment system is disconnected from decision-making.	The response/artifact shows some awareness of the need to reflect on assessment practices but provides limited or vague examples from the current school year. Adjustments to the assessment system appear minimal, occasional, or not clearly linked to reflection. Instructional planning is minimally connected to assessment results, and the system may not consistently support student learning needs.	The response/artifact includes relevant examples from the current school year that show the teacher reflects on and evaluates the assessment system with regularity. Adjustments are made based on student performance or instructional outcomes, and the system supports effective planning.	The response/artifact provides detailed, specific examples from the current school year showing a consistent and thoughtful process for reflecting on and evaluating the assessment system. The teacher regularly uses data and student outcomes to assess the effectiveness of various assessment tools and makes intentional adjustments to improve alignment with learning goals and inform instructional planning.

5.4 Citing examples from the current school year, describe how you communicate the purpose of the assessments you use, the criteria for success, and how you prepare students for particular assessment formats. (NYS Teaching Standard V.5)

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1	2	3	4
The response/artifact provides little or no evidence of communicating the purpose of assessments, criteria for success, or preparation for assessment formats. Examples from the current school year are absent or unclear. Students are not adequately informed or prepared, which negatively affects their performance and confidence.	The response/artifact shows some effort to communicate assessment purposes, criteria, and preparation, but examples are limited, vague, or inconsistent. Students may receive general information about assessments, but preparation and explanation of success criteria are insufficient or unclear. Communication practices lack consistency.	The response/artifact includes relevant examples from the current school year showing that the teacher communicates the purpose of assessments and criteria for success. Students receive preparation for assessment formats, which helps them approach assessments with understanding and readiness. Communication is clear and effective.	The response/artifact provides detailed, specific examples from the current school year demonstrating clear and consistent communication of assessment purposes and success criteria. The teacher thoughtfully prepares students for various assessment formats, ensuring they understand expectations and feel confident. Communication is proactive and tailored to student needs, fostering a supportive assessment environment.

Sick	0
Personal	1

Administrative Comments:

Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Cycle 1 Tenured STA Annual Reflective Summary Worksheet

Complete and submit this form electronically in Frontline Professional Growth no later than May 1. Your administrators will add comments and then you will need to acknowledge the form.

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CYCLE 3 - STANDARD VI - PROFESSIONAL RESPONSIBILITIES AND COLLABORATION

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Teaching professionals display the highest standards of integrity and ethical conduct; they are intellectually honest and conduct themselves in ways consistent with a comprehensive moral code. Educators recognize that the purpose of schools is to educate students and embrace a responsibility to ensure, that to the best of their ability, every student will learn. Teachers are keenly alert to and advocate for the needs of their students. Educators demonstrate a commitment to professional standards, problem solving and decision-making. Professional educators comply with school, district, state and federal regulations and procedures.

Question 6.1:

Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

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Standard 6:

6.1: Citing examples from the current school year, describe how you advocate for students. (NYS Teaching Standard VI.1)

1	2	3	4
The response/artifact shows little or no evidence of advocacy for students. Examples from the current school year are absent or unclear. The teacher does not demonstrate an active role in supporting student needs.	The response/artifact reflects some effort to advocate for students but provides limited or vague examples. Advocacy actions may be reactive rather than proactive and show inconsistent follow-through. There is some awareness of student needs, but efforts to support or remove barriers are minimal or not clearly described.	The response/artifact includes relevant examples from the current school year showing regular and purposeful advocacy for students. The teacher supports student needs through communication and collaboration with families and staff and works to address challenges that impact learning. Advocacy is consistent and positively influences student outcomes.	The response/artifact provides clear, detailed examples from the current school year demonstrating proactive, consistent, and effective advocacy for students' academic, social, and emotional needs. The teacher actively collaborates with families, colleagues, and community resources to remove barriers and promote equitable opportunities. Advocacy efforts are student-centered, impactful, and reflect a strong commitment to each student's success and well-being.

Citing examples from the current school year, describe how you engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning. (NYS Teaching Standard VI.2)

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The response/artifact provides little or no evidence of collaboration with colleagues or the community. Examples from the current school year are missing or unclear, and there is no indication of efforts to contribute to a common culture that supports high expectations for student learning.	The response/artifact shows some collaboration with colleagues and the community but provides limited or vague examples. Engagement is occasional with minimal impact on developing or sustaining a shared culture of high expectations. The teacher's role in collaboration is unclear or inconsistent.	The response/artifact includes relevant examples from the current school year demonstrating regular engagement and collaboration with colleagues and the community. The teacher contributes to maintaining a culture of high expectations and supports collective efforts to enhance student learning. Collaboration is consistent and effective.	The response/artifact provides detailed, specific examples from the current school year showing proactive, sustained collaboration with colleagues and community members to build and maintain a shared culture centered on high expectations. The teacher actively fosters a positive environment, participates in decision-making, and helps align goals and practices to promote student success. Collaboration is inclusive, purposeful, and leads to improvements in the learning community.

1	2	3	4
The response/artifact provides little or no evidence of collaboration with colleagues or the community. Examples from the current school year are missing or unclear, and there is no indication of efforts to contribute to a common culture that supports high expectations for student learning.	The response/artifact shows some collaboration with colleagues and the community but provides limited or vague examples. Engagement is occasional with minimal impact on developing or sustaining a shared culture of high expectations. The teacher's role in collaboration is unclear or inconsistent.	The response/artifact includes relevant examples from the current school year demonstrating regular engagement and collaboration with colleagues and the community. The teacher contributes to maintaining a culture of high expectations and supports collective efforts to enhance student learning. Collaboration is consistent and effective.	The response/artifact provides detailed, specific examples from the current school year showing proactive, sustained collaboration with colleagues and community members to build and maintain a shared culture centered on high expectations. The teacher actively fosters a positive environment, participates in decision-making, and helps align goals and practices to promote student success. Collaboration is inclusive, purposeful, and leads to improvements in the learning community.

Citing examples from the current school year, describe how you participate in school and district events. (NYS Teaching Standard VI.4)

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The response/artifact provides little or no evidence of participation in school or district events. Examples from the current school year are absent or unclear, and the teacher demonstrates minimal engagement with the school community beyond the classroom.	The response/artifact reflects occasional or limited participation in school or district events. Examples are general or infrequent, with minimal impact on the broader school community. The teacher's involvement appears reactive rather than proactive.	The response/artifact includes relevant examples showing regular participation in school and district events. The teacher supports community activities and engages positively with colleagues, students, and families, contributing to a welcoming and involved school culture.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, consistent, and enthusiastic participation in a wide range of school and district events. The teacher takes on leadership roles or contributes meaningfully to event planning and execution, showing strong commitment to the school community beyond the classroom.

Question 6.4:

Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

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Artifacts					
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6.4: Citing examples from the current school year, describe how you communicate and collaborate with families, guardians, and caregivers to enhance student development and success. (NYS Teaching Standard VI.3)

1	2	3	4
The response/artifact shows minimal or no evidence of communication or collaboration with families, guardians, or caregivers. Examples from the current school year are absent or unclear. There is little indication that family partnerships are considered or leveraged to support student development.	The response/artifact reflects limited or inconsistent communication and collaboration with families. Examples are vague or infrequent, and family engagement is reactive or one-sided. The teacher shows some awareness of the importance of family involvement, yet effective or sustained partnerships are not evident.	The response/artifact includes relevant examples showing regular communication and collaboration with families and caregivers. The teacher shares important information, responds to concerns, and engages families in supporting student learning. Collaboration is positive and consistent.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive, ongoing, and meaningful communication and collaboration with families, guardians, and caregivers. The teacher builds strong partnerships, listens to family input, shares student progress transparently, and works collaboratively to support student development and success.

Attendance	
Sick	0
Personal	1

Administrative Comments
Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Cycle 1 Tenured STA Annual Reflective Summary Worksheet

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CYCLE 4 - STANDARD VII - PROFESSIONAL GROWTH

Teachers set informed goals and strive for continuous professional growth.

In a world of rapidly expanding access to information, opportunity, and technology, educators have a responsibility to continually prepare themselves to align instruction with transforming student needs. Continued professional growth and development is essential to creating dynamic learning environments. Teachers use information from a variety of sources to inform their professional development and practice.

Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standards VII.1)

Artifacts					
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7.1: Citing examples from the current school year, describe how you reflect on evidence of student learning to improve instructional effectiveness and guide your professional growth. (NYS Teaching Standard VII.1)

1	2	3	4
The response/artifact shows minimal or no evidence of reflecting on student learning data to improve instruction or guide professional growth. Examples from the current school year are absent or unclear. Reflection appears limited or absent, and instructional practices are not meaningfully adjusted based on student outcomes.	The response/artifact reflects some consideration of student learning evidence but provides limited or vague examples. The use of data to guide instruction or professional growth is inconsistent or superficial. Reflection is occasional or reactive, with unclear impact on teaching effectiveness or professional growth.	The response/artifact includes relevant examples showing regular reflection on student learning data. The teacher uses this information to inform instructional decisions and identifies professional development needs. Reflection is purposeful and supports instructional improvement.	The response/artifact provides detailed, specific examples from the current school year showing a thoughtful and systematic reflection on diverse evidence of student learning. The teacher uses these insights to make meaningful adjustments in instruction and actively pursue targeted professional growth opportunities. Reflection is ongoing, data-informed, and clearly linked to improving student outcomes and professional growth.

Citing examples from the current school year, describe how you set personal professional goals and engage in ongoing professional development needed to continually improve teaching competencies. (NYS Teaching Standard VII.2)

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The response/artifact shows minimal or no evidence of setting personal professional goals or engaging in ongoing professional development. Examples from the current school year are absent or unclear. There is little indication of a reflective or growth-oriented approach to improving teaching skills.	The response/artifact reflects some awareness of the importance of professional goals and development but provides limited or vague examples. Goal-setting and engagement in professional learning may be sporadic or lack clear alignment with teaching competencies. The teacher shows limited or inconsistent effort toward growth.	The response/artifact includes relevant examples demonstrating that the teacher sets personal professional goals and regularly participates in professional development. The goals are appropriate and support improvement in teaching competencies.	The response/artifact provides detailed, specific examples from the current school year showing a proactive, reflective approach to setting clear, relevant personal professional goals. The teacher actively pursues and applies ongoing professional development opportunities that are thoughtfully aligned with their goals and teaching competencies. There is evidence of continuous growth and a strong commitment to self-improvement.

Question 7.3:

Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYA Teaching Standard VII.3)

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Artifacts					
Name	Upload Date	Upload User	File		

7.3: Citing examples from the current school year, describe how you collaborate with colleagues and how you give and receive constructive feedback to colleagues for the purpose of improving professional practice. (NYS Teaching Standard VII.3)

1	2	3	4
The response/artifact provides little or no evidence of collaboration or constructive feedback practices. Examples from the current school year are absent or unclear. The teacher demonstrates minimal engagement in peer collaboration or feedback exchange aimed at improving professional practice.	The response/artifact shows some collaboration and limited or inconsistent use of constructive feedback. Examples may be vague or reflect occasional engagement. The teacher may receive or give feedback but with minimal impact on professional growth or team dynamics.	The response/artifact includes relevant examples showing regular collaboration with colleagues and appropriate exchange of constructive feedback. The teacher participates positively in feedback conversations and uses input to improve professional practice. Collaboration and feedback contribute to a supportive work environment.	The response/artifact provides detailed, specific examples from the current school year demonstrating active, respectful, and ongoing collaboration with colleagues. The teacher effectively gives and receives constructive feedback, fostering a culture of trust and continuous improvement. Feedback exchanges are thoughtful, balanced, and clearly aimed at enhancing professional practice and student outcomes.

Citing examples from the current school year, describe how you access professional resources to increase your understanding of teaching and learning as it applies to curriculum, instruction, and assessment methods. (NYS Teaching Standard VII.4)

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1	2	3	4
The response/artifact provides little or no evidence of accessing professional resources to enhance understanding of teaching and learning. Examples from the current school year are absent or unclear. There is little or no indication of seeking or applying new knowledge related to curriculum, instruction, or assessment.	The response/artifact shows some access to professional resources but with limited examples. The application of new knowledge to curriculum, instruction, or assessment is inconsistent or minimal. The teacher's use of resources lacks depth or clear impact on practice.	The response/artifact includes relevant examples showing regular use of professional resources to support understanding of teaching and learning. The teacher applies new information to improve curriculum, instruction, or assessment with positive effects on practice. Engagement with resources is consistent and purposeful.	The response/artifact provides detailed, specific examples from the current school year demonstrating proactive and strategic access to a wide range of professional resources. The teacher critically evaluates and applies new knowledge to enhance curriculum, instruction, and assessment practices. There is clear evidence of continuous learning and thoughtful integration of best practices.

Sick	0
Personal	1

Administrative Comments:



SMITHTOWN

CENTRAL SCHOOL DISTRICT

Classroom Teacher Observation Report

Type of Observation
Announced/Unannounced
(Choose from drop down)

Type of Observation Full
Length/Walkthrough
(Choose from drop down)

Indicate Grade/Course

SAMPLE FORM ONLY

Observation may be uploaded here if necessary.

File List

File Name

Date Uploaded

Size

Date of Observation:

II. KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING: [Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.]

Element 2.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

*NYSUT 2012 2.5 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Designs learning experiences using prior knowledge	Teacher does not design learning experiences that connect students' prior content knowledge to new learning.	Teacher designs some learning experiences that connect prior content knowledge to new learning.	Teacher designs learning experiences that connect prior content knowledge to new learning within and across disciplines.	Teacher designs learning experiences that connect prior content knowledge to new learning. Teacher plans opportunities for students themselves to make connections to prior learning within and across disciplines.

Element 2.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

*NYSUT 2012 2.6 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Organizes time	Teacher does not consider time allocations to achieve learning goals.	Teacher considers time allocations but those times may be either too long or too short to achieve the learning goals.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time.	Teacher assigns reasonable time allocations to achieve the learning goals and adjusts if students need more or less time. Students may request additional or less time to achieve learning goals.

Evidence of Standards in Practice:

III. INSTRUCTIONAL PRACTICE: [Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.]

Element 3.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

***NYSUT 2012 3.1.a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Aligns instruction to standards	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning standards.	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning standards, but may be unable to clearly convey their relation to the learning experiences.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning standards and can convey how they relate to the learning experiences. Students are able to make connections between different learning experiences and learning standards.

***NYSUT 2012 3.1.b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses research-based instruction	Teacher does not implement research-based instructional practices.	Teacher implements some research-based instructional practices.	Teacher implements multiple research-based instructional practices.	Teacher implements multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.

***NYSUT 2012 3.1.c**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Engages students	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

Element 3.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

***NYSUT 2012 3.2a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides directions and procedures	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.

***NYSUT 2012 3.2b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses questioning techniques	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in most students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require all students to respond	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate many questions to advance their understanding.

***NYSUT 2012 3.2c**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Responds to students	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.

***NYSUT 2012 3.2d**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Communicates content	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

Element 3.3: Teachers set high expectations and create challenging learning experiences for students.

***NYSUT 2012 3.3 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Articulates measures of success	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.

Element 3.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.

***NYSUT 2012 3.4 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Differentiates instruction	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students. There is no attention to 21st Century Skills.	Teacher uses only some differentiated instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge. There is occasional attention to 21st Century Skills.	Teacher uses differentiated instructional strategies that are appropriate to groups of students and to the instructional outcomes. Strategies motivate and represent significant cognitive challenge and promote 21st Century Skills.	Teacher uses differentiated instructional strategies that motivate and engage each student in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are appropriate, for individual and diverse learners.

*NYSUT 2012 3.4 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Implements strategies for mastery of learning outcomes	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.

Element 3.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides opportunities for collaboration	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher models effective interpersonal skills to promote collaborative student learning.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. The teacher transparently models and encourages effective use of interpersonal skills to build student capacity for collaboration. Students themselves ensure that all voices and ideas are heard in the discussion.

*NYSUT 2012 3.5 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides synthesis, critical thinking, and problem-solving	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, and problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21st Century Skills.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21st Century Skills. Students initiate collaborative, problem-solving opportunities.

Element 3.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

*NYSUT 2012 3.6 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Uses formative assessment to monitor and adjust pacing	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

***NYSUT 2012 3.6 b**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Provides feedback during and after instruction	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

Evidence of Standards in Practice:

IV. LEARNING ENVIRONMENT: [Teachers work with all students to create a dynamic learning environment that supports achievement and growth.]

Element 4.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

***NYSUT 2012 4.1 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Interactions with students	Teacher interactions, with at least some students, is inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a safe learning environment where students feel accepted and free taking learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individuals as well as groups of students. Teacher creates a safe learning environment where all students feel accepted and free taking learning risks.

***NYSUT 2012 4.1 C**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Reinforces positive interactions among students	Teacher does not address student interactions that are inappropriate and disrespectful.	Teacher inconsistently addresses inappropriate student interactions.	Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate to the age and cultures of the students.	Teacher ensures that students demonstrate respect for one another and monitor one another's treatment of peers. Students correct classmates respectfully when needed, and demonstrate personal responsibility.

Element 4.2: Teachers create an intellectually challenging and stimulating learning environment.

***NYSUT 2012 4.2 a**

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Promotes student pride in work and accomplishments	Teacher does not promote a sense of pride in student work or accomplishment, discourages students from expressing their ideas, and/or initiating their own learning and achievement. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement. Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment, creates an environment where students are encouraged to express their ideas, take initiative, and have high expectations for their own learning and achievement. Students accept the teacher's insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment and creates an environment where all students are expected to express their ideas, take initiative, and have high expectations and pride for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals with innovation, flexibility and originality.

*NYSUT 2012 4.2 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Promotes student curiosity and enthusiasm	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged or enthusiastic about learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged and enthusiastic.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged and enthusiastic about appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students — through their curiosity, initiative, and active participation— demonstrate enthusiasm for learning. Students are cognitively engaged and strive to meet challenging learning goals.

Element 4.3: Teachers manage the learning environment for the effective operation of the classroom.

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes routines/procedures/transitions and expectations for student behavior	The teacher's routines/procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost between activities or lesson segments. Students are confused.	The teacher's routines/procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. Most students seem to understand them.	Teacher's routines/procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/procedures/ transitions and standards of conduct. They are clear to all students and appear to be internalized. Students assume responsibility in developing routines and standards of conduct, and in ensuring their efficient operation.

*NYSUT 2012 4.3 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes instructional groups	Teacher's grouping results in students who are not working with the teacher, are not productively engaged in learning and/or exhibit disrespect to the teacher and/or other students.	Teacher's grouping results in students in only some groups being productively engaged in learning while unsupervised by the teacher. Student interactions are generally appropriate but occasionally may reflect disrespect for one another.	Teacher's grouping results in small group work being well organized and most students are productively engaged in learning while unsupervised by the teacher. Student interactions are generally polite and respectful.	Teacher's grouping results in small group work being well organized and students are productively engaged at all times, with students assuming responsibility for productivity. Students work independently and collaboratively to accomplish goals. Student interactions are consistently polite and respectful.

Element 4.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.

*NYSUT 2012 4.4 a

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Organizes learning environment	Teacher has not organized the learning environment to meet student learning needs, or the teacher makes poor or inequitable use of physical resources.	Teacher has organized the learning environment to adequately accommodate student learning needs. Available resources, time and technologies are accessible to most students. The resources may be adjusted for a lesson, but with limited effectiveness.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. The resources are adjusted to support the learning activities.	Teacher has organized the learning environment to accommodate all student learning needs. Available resources, time and technologies are equally accessible to all students. Students adjust the resources to advance their learning.

*NYSUT 2012 4.4 b

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Manages volunteers and/or paraprofessionals	Teacher does not effectively use the services and skills of available paraprofessionals and/or volunteers. Their presence is disruptive to the learning environment.	Teacher attempts to use the services and skills of available paraprofessionals and/or volunteers. Their presence may be distracting to the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers. Their presence supports the learning environment.	Teacher effectively uses the services and skills of available paraprofessionals and/or volunteers, resulting in a productive and proactive learning environment.

*NYSUT 2012 4.4 c

Criteria	Significantly Below	Partially Meets	Meets	Exceeds Expectations
Establishes classroom safety	Teacher does not know, or knows but does not implement classroom safety procedures.	Teacher inconsistently implements classroom safety procedures.	Teacher consistently implements classroom safety procedures.	Teacher knows and implements classroom safety procedures consistently. Students have internalized the safety procedures.

Evidence of Standards in Practice:

Commendations and Recommendations

File List

File Name

Date Uploaded

Size

3012-e Composite Score Report Non-Tenured Teacher

User Information

Name: Title: Special Education Teacher
Building: Department: Pupil Personnel Services 6-8
Grade: Evaluation Type:
Assigned Administrator: Evaluation Cycle:
Submitted By: Date Submitted:
Acknowledged By: Date Acknowledged:
Finalized By: Date Finalized :

New York State Performance Matrix

TEACHER PRACTICE						
REFLECTIVE SUMMARY			Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
			4	3	2	1
	4	Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Partially Meets Expectations
	3	Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Partially Meets Expectations
	2	Partially Meets Expectations	Meets Expectations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
	1	Significantly Below Expectations	Partially Meets Expectations	Partially Meets Expectations	Significantly Below Expectations	Significantly Below Expectations

Teacher Practice

Observation Score Reports

	Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
+	*NYSUT 2012 2.5 b	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 2.6 a	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 3.1 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.1 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.1c	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.2a	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 3.2b	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.2c	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.2d	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.3 a	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.4 a	2 of 2	8	8	2	4	06/10/2025
+	*NYSUT 2012 3.4 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.5 a	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.5 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 3.6 a	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 3.6 b	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.1 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.1 C	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.2 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.2 b	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 4.3 a	2 of 2	7	8	2	3.5	06/10/2025
+	*NYSUT 2012 4.3 b	2 of 2	6	8	2	3	06/10/2025
+	*NYSUT 2012 4.4 a	2 of 2	7	8	2	3.5	06/10/2025

	*NYSUT 2012 4.4 b	2 of 2	8	8	2	4	06/10/2025
	*NYSUT 2012 4.4 c	2 of 2	8	8	2	4	06/10/2025
	TOTAL:		173	200	50	3.46	



	Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
	*NYSUT 2012 2.5 b	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 2.6 a	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.1 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.1 b	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.1c	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.2a	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.2b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.2c	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.2d	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.3 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.4 a	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 3.4 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.5 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.5 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.6 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 3.6 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.1 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.1 C	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.2 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.2 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.3 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.3 b	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.4 a	1 of 1	3	4	1	3	06/10/2025
	*NYSUT 2012 4.4 b	1 of 1	4	4	1	4	06/10/2025
	*NYSUT 2012 4.4 c	1 of 1	4	4	1	4	06/10/2025
	TOTAL:		82	100	25	3.28	

Teacher Practice Total Score:

Teacher Practice Rating

Reflective Summary

Reflective Summary Score:

Reflective Summary Rating:

Overall 1 Year Evaluation Cycle Score:

**Smithtown Central School District
Teacher Support Plan**

Name: _____

Building: _____

Grade / Subject: _____

Specific Areas Needing Support	Expected Outcomes of Support Plan	Recommended Action & Resources Provided	Timeline of TSP	Administrator Responsible

Teacher's Comments:

Administrator's Comments:

Teacher's Signature

Date

Administrator's Signature

Date

**Smithtown Central School District
Teacher Support Plan Progress Form**

Name:_____

Building:_____

Grade / Subject:_____

Date:_____

Specific Areas Needing Support	Evidence Provided	Progress Noted		
		Satisfactory	Limited	Unsatisfactory

Teacher's Comments:

Administrator's Comments:

Teacher's Signature

Date

Administrator's Signature

Date

3012-e Score Report Tenured Teacher

User Information

Name:	Title:
Building:	Department:
Grade:	Evaluation Type:
Assigned Administrator:	Evaluation Cycle:
Submitted By:	Date Submitted:
Acknowledged By:	Date Acknowledged:
Finalized By:	Date Finalized :

New York State Performance Matrix



		TEACHER PRACTICE			
REFLECTIVE SUMMARY		Exceeds Expecations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
		4	3	2	1
	4 Exceeds Expectations	Exceeds Expectations	Exceeds Expectations	Meets Expectations	Partially Meets Expectations
	3 Meets Expectations	Exceeds Expectations	Meets Expectations	Meets Expectations	Partially Meets Expectations
	2 Partially Meets Expectations	Meets Expectations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
	1 Significantly Below Expectations	Partially Meets Expectations	Partially Meets Expectations	Significantly Below Expectations	Significantly Below Expectations

NYS STANDARD	1	2	3	4	5	6	7	AVERAGE
Observation(s) Set 1								
Observation(s) Set 2								
Reflection(s) Set 1								
Reflection(s) Set 2								
NYS STANDARD AVG								
OVERALL CYCLE SCORE								

ADMINISTRATOR'S COMMENTS

3012e STEP Plan Scoring 4A								CALCULATION & WEIGHT	
EVALUATION TYPE	OBSERVATIONS CONDUCTED BY	EVALUATION CYCLE YEARS	PROPOSED NUMBER OF OBSERVATIONS (MIN)	FULL OR WALK THROUGH	PRE CONFERENCE	POST OBSERVATION	PROPOSED OTHER MEASURE	EACH OBSERVATION	ANNUAL TOTAL
Tenured Teachers & Teacher Assistants	PRINCIPALS/AP/DIRECTOR	4	1 EVERY OTHER YEAR ALTERNATES WITH OTHER ASSESSMENT	MIN 1 NO OTHER REQUIREMENTS	OPTIONAL AS PER REQUEST OF EITHER PARTY	OPTIONAL AS PER REQUEST OF EITHER PARTY	REFLECTION EVERY OTHER YEAR	STRAIGHT AVERAGE OF OBSERVED COMPONENTS	25% EACH OF 4 COMPONENTS =STRAIGHT AVERAGE
Non-Tenured Teachers & Teacher Assistants	PRINCIPALS/AP/DIRECTOR	1	3 EVERY YEAR	MIN 2 OF 3 MUST BE FULL PERIOD ANNOUNCED AND INCLUDE POST	OPTIONAL AS PER REQUEST OF EITHER PARTY	2/3 REQUIRED & REQUEST OF EITHER PARTY FOR 3RD	REFLECTION EVERY YEAR	STRAIGHT AVERAGE OF OBSERVED COMPONENTS	75% OBSERVATION AVERAGE & 25% REFLECTION AVERAGE

		TEACHER PRACTICE				
REFLECTIVE SUMMARY			Exceeds Expecations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
			4	3	2	1
	4	Exceeds Expecations	Exceeds Expecations	Exceeds Expectations	Meets Expectations	Partially Meets Expectations
	3	Meets Expectations	Exceeds Expecations	Meets Expectations	Meets Expectations	Partially Meets Expectations
	2	Partially Meets Expectations	Meets Expectations	Meets Expectations	Partially Meets Expectations	Significantly Below Expectations
	1	Significantly Below Expectations	Partially Meets Expectations	Partially Meets Expectations	Significantly Below Expectations	Significantly Below Expectations



SCSD: Aligning Goals and Actions School Year **INSERT**

Principals

District Goal 1 (from Strategic Plan) Our students are provided high-quality instruction and support to ensure the academic growth of each student and prepare them to succeed in their chosen path beyond high school.	Principal Goals <i>How will this manifest itself in my areas of supervision in 2025-2026?</i>	Assessment and Data <i>How will I monitor progress and attainment? What will I capture to evidence and anchor my assessment?</i>
Strategies: 1) Identify what students should know and be able to do PreK-12 and design and deliver curriculum, instruction and assessment focused on content rigor, critical thinking, student engagement, and continuous improvement to assure academic achievement and student growth. 2) Assess and enhance a meaningful curriculum with real-world applications for all students. 3) Provide a coherent and differentiated educational experience, as well as expanded, timely and effective interventions for students based on individual needs. 4) Create a culture of college and career success within and beyond the classroom and align multiple pathways to success that value collegebound and career-bound pathways.	Strategy 1: Strategy 2: Strategy 3: Strategy 4: Strategy 5:	
Actions		
What will this mean for my staff? <i>(What will they have to learn, do more of, do less of or do differently to accomplish this?)</i> October: Initial Plan	What are the implications for my leadership repertoire? <i>What will I have to learn, do, put in place or establish to ensure my staff can do what they need to do?</i> October: Initial Plan	

February Update

February Update

June Update

June Update

District Goal 2 (from Strategic Plan) Our students are provided a safe and supportive environment and demonstrate skills and attributes to cope with life challenges and achieve personal well-being.	Principal Goals <i>How will this manifest itself in my areas of supervision in 2025-2026?</i>	Assessment and Data <i>How will I monitor progress and attainment? What will I capture to evidence and anchor my assessment?</i>
Strategies: 1) Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others' experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identities. 2) Enrich learning and cultivate personal growth for all students through experiences beyond the classroom. 3) Strengthen and expand a network of internal and external family and student supports and services for physical and mental health. 4) Strengthen positive relationships and student leadership to improve discipline and attendance and decrease bullying.	Strategy 1: Strategy 2: Strategy 3: Strategy 4:	
Actions		
What will this mean for my staff? <i>(What will they have to learn, do more of, do less of or do differently to accomplish this?)</i> October: Initial Plan	What are the implications for my leadership repertoire? <i>What will I have to learn, do, put in place or establish to ensure my staff can do what they need to do?</i> October: Initial Plan	

February Update

February Update

June Update

June Update

District Goal 3 (from Strategic Plan) Our staff feel valued, are fully invested in students' success, and feel that they receive the support they need to be highly effective employees.	Principal Goals <i>How will this manifest itself in my areas of supervision in 2025-2026?</i>	Assessment and Data <i>How will I monitor progress and attainment? What will I capture to evidence and anchor my assessment?</i>
Strategies: 1) Increase applicants and decrease vacancies in high-demand positions by implementing an improved recruitment process to recruit high-quality staff. 2) Develop and implement a program to support and retain high-quality, culturally competent staff with increasingly diverse backgrounds, experiences, and perspectives. 3) Enhance district-wide systems that promote shared accountability, high expectations, and continuous growth for all employees 4) Develop and provide robust and balanced professional development for all employees.	Strategy 1: Strategy 2: Strategy 3: Strategy 4: Strategy 5:	
Actions		
What will this mean for my staff? <i>(What will they have to learn, do more of, do less of or do differently to accomplish this?)</i> October: Initial Plan	What are the implications for my leadership repertoire? <i>What will I have to learn, do, put in place or establish to ensure my staff can do what they need to do?</i> October: Initial Plan	

February Update

February Update

June Update

June Update

District Goal 4 (from Strategic Plan) Our families and community members are valued and collaborative partners in promoting student success.	Principal Goals <i>How will this manifest itself in my areas of supervision in 2025-2026?</i>	Assessment and Data <i>How will I monitor progress and attainment? What will I capture to evidence and anchor my assessment?</i>
Strategies: 1) Increase opportunities to engage with more families and community organizations in order to continue to build a strong sense of community and trust. 2) Expand and enrich active partnerships between the district, families, and community organizations to provide increased learning opportunities. 3) Ensure all students and their families are engaged and well-served by the communications and all other interactions with Smithtown Central School District and its schools. 4) Promote a positive narrative about Smithtown Central School District, its schools, its students, and its programs through media and public relations.	Strategy 1: Strategy 2: Strategy 3: Strategy 4:	
Actions		
What will this mean for my staff? <i>(What will they have to learn, do more of, do less of or do differently to accomplish this?)</i> October: Initial Plan	What are the implications for my leadership repertoire? <i>What will I have to learn, do, put in place or establish to ensure my staff can do what they need to do?</i> October: Initial Plan	

February Update

February Update

June Update

June Update

District Goal 5 (from Strategic Plan) Our resources are maximized to achieve our strategic goals.	Principal Goals <i>How will this manifest itself in my areas of supervision in 2025-2026?</i>	Assessment and Data <i>How will I monitor progress and attainment? What will I capture to evidence and anchor my assessment?</i>
Strategies: 1) Streamline district organization processes and procedures to enhance efficiency and effectiveness. 2) Provide safe, properly equipped, well-maintained, updated facilities and infrastructure that support our mission, strategic plan, and educational programs. 3) Demonstrate strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction. 4) Improve security infrastructure throughout the school district.	Strategy 1: Strategy 2: Strategy 3: Strategy 4: Strategy 5:	
Actions		
What will this mean for my staff? <i>(What will they have to learn, do more of, do less of or do differently to accomplish this?)</i> October: Initial Plan	What are the implications for my leadership repertoire? <i>What will I have to learn, do, put in place or establish to ensure my staff can do what they need to do?</i> October: Initial Plan	

February Update

February Update

June Update

June Update

Smithtown Central School District
Principal Support Plan

Principal: _____ **Building** _____

Date of PSP Conference: _____

Date of Related STEPS if applicable _____

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify, based on the MDPPR, targeted and specific areas for improvement. Refer to those areas identified as developing or ineffective in the STEPS Plan (if applicable).
- II. **EXPECTED OUTCOMES OF THE PSP:** List specific goals based on the areas identified in I. Identify specific recommendations for what the principal is expected to do to achieve those goals.
- III. **RESOURCES/ACTIVITIES:** Identify specific resources available to assist the principal to improve performance. Examples: colleagues, courses, workshops, peer visits, materials, professional learning activities to be completed by the principal, supervisory support, etc.
- IV. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance as assessed at specific time periods during the PSP implementation.
- V. **TIMELINE:** Provide a specific timeline for implementation of the various components of the PSP and for the final completion of the PSP. Identify the dates for school visitations, meetings, submission of written reports or artifacts, and supervisory conferences that will provide feedback on the principal's progress towards accomplishment of the PSP's targeted goals.

Superintendent or Designee

Date

Principal

Date

SSAA Representative

Date

LEA 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").

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, 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.

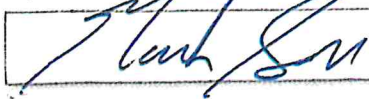
The LEA and its collective bargaining agent(s), where applicable, also make the following certifications with respect to their STEPS plan:

- Assure that the STEPS plan rating will be used as a significant factor in teacher and principal development, including but not limited to coaching, induction support, and differentiated professional development for all teachers and principals;
- Assure that the LEA will provide the teacher or principal 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 or the principal 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 or principal's practice that appropriately and accurately assesses the degree to which the educator meets each NYS Teaching Standard or Professional Standard for Educational Leaders (PSEL);
- Assure that the LEA's system of observations/school visits occur with a sufficient number and duration such that the evaluator can collect meaningful evidence of teaching and leadership 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, learning and leadership;
- 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 and principals;
- Assure the LEA will use data, including but not limited to data from the STEPS plan, to inform, plan, and assess the effectiveness of the professional learning system;
- Assure that teachers and principals who receive an overall rating of Level 1 or 2 shall have a personalized professional development plan;
- Assure that teachers and principals 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 for each classroom teacher and building principal, the rating for each standard and the overall rating will be reported to SED in a manner prescribed by the Commissioner.

Signatures, dates

Superintendent Signature:

Date:

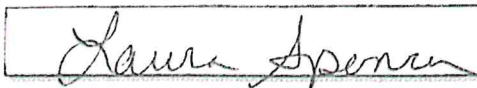
 12/23/25

Superintendent Name (print):

MARK SECAUR

Teachers Union President Signature:

Date:

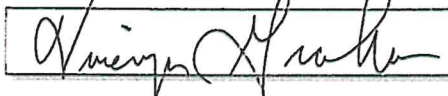
 12/14/25

Teachers Union President Name (print):

Laura Spencer

Administrative Union President Signature:

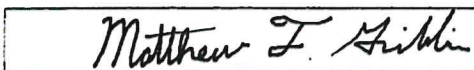
Date:

 12/17/25

Administrative Union President Name (print):

Vincenza Graham

Board of Education President Signature: Date:

 11/5/26

Board of Education President Name (print):

Matthew Gribbin