



INPUT MODEL GUIDANCE

GUIDANCE ON THE INPUT MODEL OPTION IN NEW YORK EDUCATOR
EVALUATION FOR TEACHERS AND PRINCIPALS TO IMPLEMENT EDUCATION LAW
§3012-d AS AMENDED BY THE LAWS OF 2019 AND THE COMMISSIONER'S
REGULATIONS

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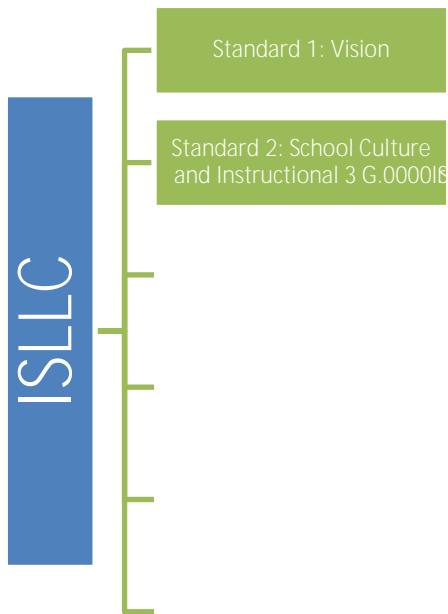
INPUT MODEL FREQUENTLY ASKED QUESTIONS

WHAT IS AN INPUT MODEL? HOW IS AN INPUT MODEL DIFFERENT FROM A STUDENT LEARNING OBJECTIVE (SLO)?

Under Education Law §3012-d, educator evaluations are based on two categories

5. Talent Management: The actions a principal takes to develop and maintain a high-quality, effective teaching staff.
6. Personal Leadership and Growth: The actions a principal takes to demonstrate effective leadership through self-reflection, change management and clear communication.

LEADERSHIP STANDARDS²



² For educator evaluations conducted commencing with the 2025-2026 school year, all principal practice rubrics must be aligned to the 2015 PSELs. Further information on the Leadership Standards, including an ISLLC/PSELs crosswalk, can be found [here](#).

WHAT DOES "PROMOTE STUDENT GROWTH" MEAN?

Student growth is defined in Education Law §3012-d as " the change in student achievement for an individual student between two or more points in time". There are many elements of principal practice that serve to promote student growth. We believe that principals influence a range of school conditions and that not all principals have the same roles, responsibilities, authority or autonomy in their schools,

ARE THE OPTIONS IN THE REQUIRED STUDENT PERFORMANCE CATEGORY FOR PRINCIPALS SUBJECT TO COLLECTIVE BARGAINING?

The options for principals in the Required Student Performance category are subject to collective bargaining where a collective bargaining unit exists.

IS THE INPUT MODEL AVAILABLE FOR TEACHERS?

An LEA may locally determine to use an input model for teachers in the Optional Student Performance category. For the Required Student Performance category, an LEA may use a variance application to develop and implement a new and innovative SLO process for teachers that includes elements similar to an input model.

INPUT MODEL CYCLE OF CONTINUOUS IMPROVEMENT

Input models are grounded in the belief that highly effective school leaders engage in purposeful and thoughtfully considered practices that directly and indirectly influence student success across a broad range of outcomes. As such, input models should be designed with LEA and school level goals for student success at their center.

The input model process, therefore, begins with an LEA-level needs assessment, including elements such as data analysis, self-reflection, and student growth goal setting for the school year. This needs assessment should set the stage for implementing a goal-driven plan. LEAs should work collaboratively with stakeholders to consider what investments will be made to achieve these goals, what the intended success and impact will look like, and what evidence will be used to demonstrate a principal's effectiveness. Throughout the school year, the plan is implemented and evidence is collected. The latter part of the process offers principals a chance to informally self-assess, review interim data, and reflect on progress to date, a step that ultimately informs conversations about professional practice with the principal's supervisor, as well as the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal's subsequent goal setting, as the cycle continues into the following school year.

INPUT MODEL 1: START WITH LEA GOALS



CONDUCT AN LEA-WIDE NEEDS ASSESSMENT: WHAT ARE THE LEA GOALS FOR THE SCHOOL YEAR?

What framework, if any, will the LEA use to help structure the needs assessment?

Which stakeholders will be involved in the needs assessment process?

How do you know what needs to be improved?

- What data will you review?
 - Consider both qualitative and quantitative data sources
-

- What systems are in place that need revision, what systems are needed to achieve future goals?
 - What professional learning is necessary to help school leaders? Teachers?
 - Which additional types of data need to be collected moving forward?
- The results should drive subsequent year's input model cycles

- What are the potential underlying root causes of the needs or issues the team has prioritized?

WHAT AREAS OF

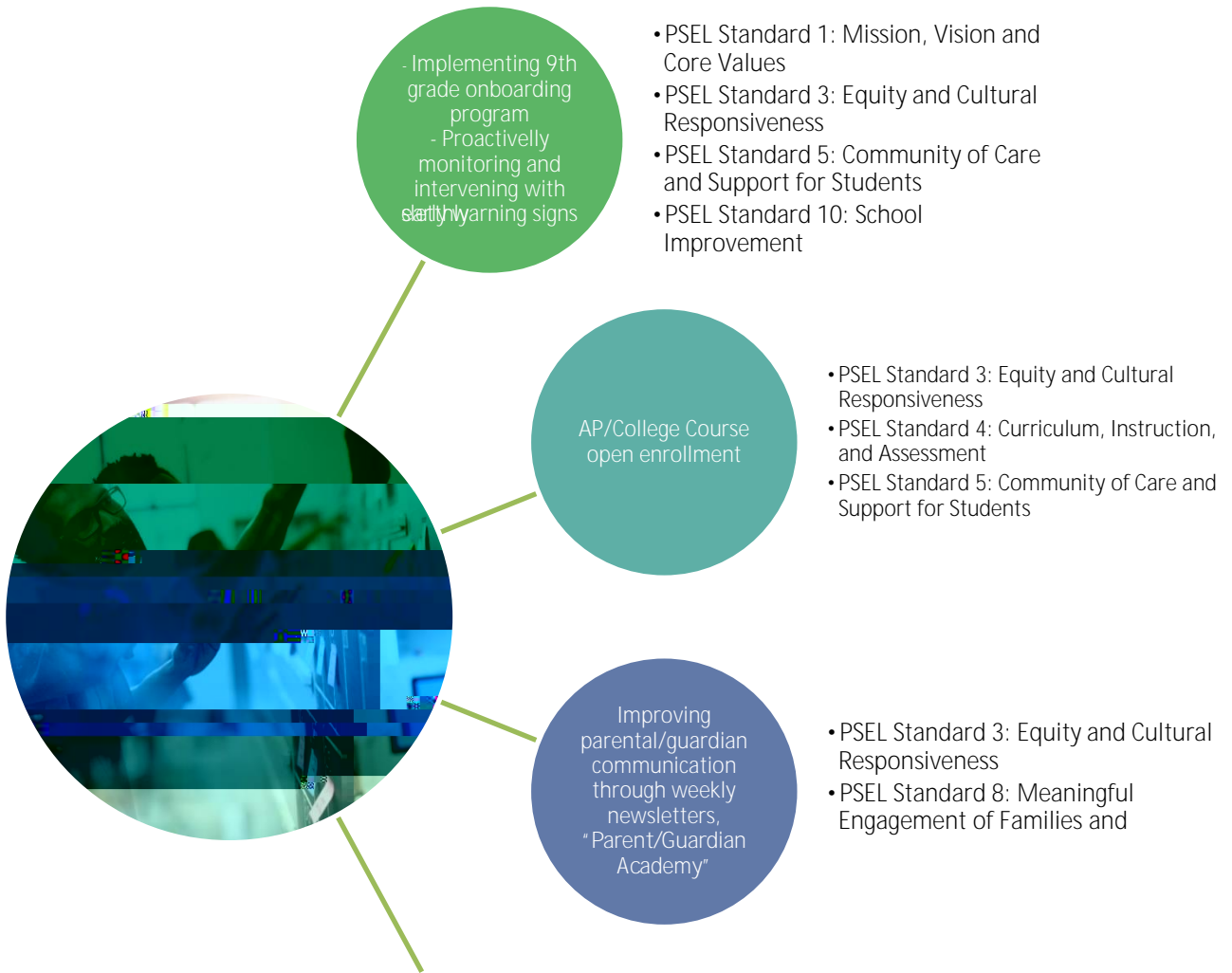
INPUT MODEL SCENARIO 1: HIGH SCHOOL PRINCIPAL

USING INPUT MODEL 2: STARTING WITH STUDENT GROWTH GOALS

NEEDS ASSESSMENT:

LEA HAS SEEN ITS GRADUATION RATES FALL BELOW THE STATE AVERAGE IN RECENT YEARS, WITH AN INCREASE IN ABSENTEEISM AND ISSUES RELATED TO STUDENT BEHAVIOR. WHILE REGENTS PASSING RATES, IN AGGREGATE, HAVE NOT CHANGED SIGNIFICANTLY, STUDENT ENROLLMENT IN

WHAT AREAS OF PRINCIPAL PRACTICE ARE IN SERVICE OF THESE GOALS?³



³ For educator evaluations conducted commencing with the 2025-2026 school year, all rubrics must be aligned to the 2015 Professional Standards for Educational Leaders (PSELs). Until that time, LEAs should continue to use ISLLC standards in developing input models for principals.

HOW DO THESE AREAS OF PRINCIPAL PRACTICE IMPACT STUDENT GROWTH?
IMPLEMENTING PROGRAMS AND CURRICULA AIMED AT HELPING STUDENTS UNDERSTAND THE
RELEVANCE OF SCHOOL, BUILD SUPPORTIVE RELATIONSHIPS, AND MANAGE CHALLENGES CAN
HELP PREVENT DISENGAGEMENT.

9th Grade Onboarding Program will provide incoming Freshman and their families/guardians with ongoing activities aimed at helping them adjust to the rigors of high school and will provide a concerted support system to help them succeed academically as well as socially (Iver, et al 2015; Smith, 2016; Williamston, 2010)⁴.

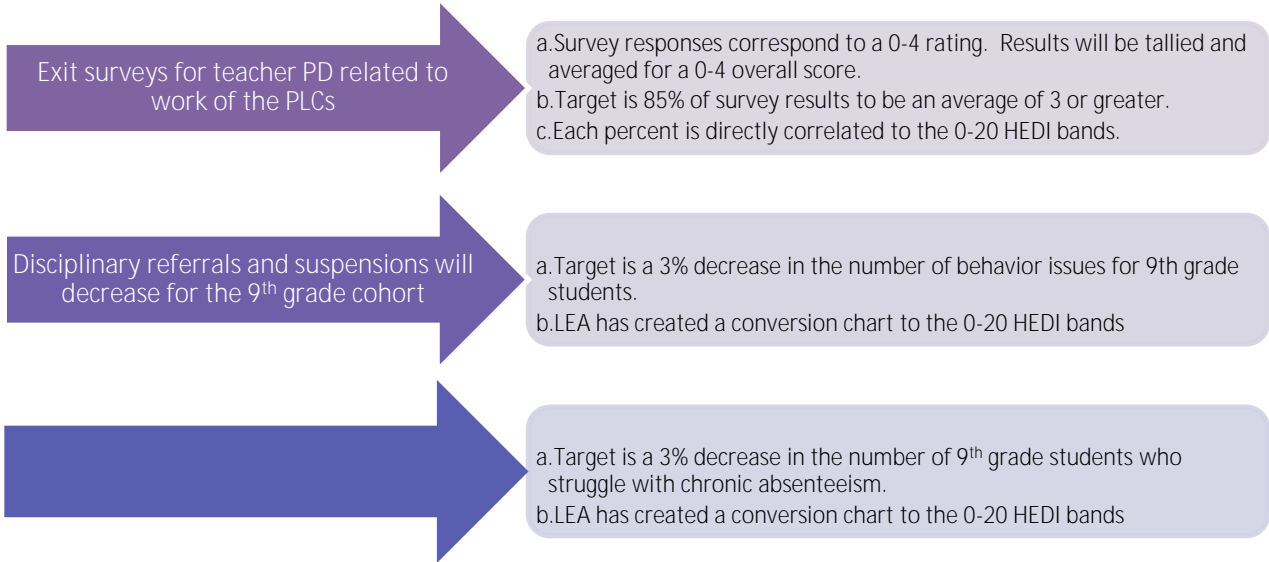
Working with guidance counselors to target student subgroups to increase the visibility and availability of AP/college credit courses through open enrollment will provide equitable opportunity to all students to push their academic rigor, gain post-secondary skills, and increase their confidence in participating in advanced coursework (Judson, Bowers, & Glassmeyer, 2019). Providing additional opportunities for all students in internships/community-based learning will further expand on student opportunities to connect learning to real life outside of school (Melville & Berg, 2006)⁵.

Teacher PLCs will be convened on three major topical areas: data literacy (Gummer & Mandinach, 2015), supporting students as they navigate high school (Benner, 2011; Ellerbrock & Kiefer, 2014), and restorative justice initiatives (The Schott Foundation, 2014). Each PLC is aimed at improving educator practice towards creating environments conducive to learning.

⁴ Resources can also be found on NYSED's [Culturally Responsive-Sustaining Education site](#).

⁵ See also: <http://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs> for more information.

HOW WILL WE KNOW?



CALCULATING A SCORE AND HEDI RATING FOR AN EDUCATOR EVALUATION:

Each target will result in a HEDI score, as mapped to the HEDI bands, below.

HEDI scores will be equally weighted, combined, and averaged for a final HEDI score and rating.

| Outcome Metrics | Target | Actual | HEDI Score |
|------------------------|-----------|-----------|------------------|
| 1. Exit surveys | 85% | 82% | 16 |
| 2. Behavior Issues | 15% (-3%) | 19% (-7%) | 20 ⁶ |
| 3. Chronic Absenteeism | 12% (-3%) | 10% (-1%) | 11 ¹⁰ |
| 4. PLC Participation | 85% | 90% | 18 |

INPUT MODEL SCENARIO 2: ELEMENTARY PRINCIPAL (K-5)

USING INPUT MODEL 1: STARTING WITH LEA GOALS

NEEDS ASSESSMENT:

IN ITS STRATEGIC PLAN, THE LEA HAS OUTLINED THREE MAJOR AREAS OF FOCUS FOR THE COMING SCHOOL YEARS: AUTHENTIC LEARNING, CULTURALLY RESPONSIVE PEDAGOGY, AND WHOLE CHILD WELL-BEING WITH A FOCUS ON INTEGRATED SOCIAL-EMOTIONAL LEARNING (SEL).

PRINCIPALS INPUTS (AS RELATED TO THE NEEDS ASSESSMENT):

THE ELEMENTARY PRINCIPAL WILL CONVENE ON-GOING WORKGROUPS CENTERED ON CULTURALLY RESPONSIVE-SUSTAINING (CR-S) CURRICULUM AND COMMUNITY PROGRAMMING, WORK CLOSELY WITH THE LIBRARIAN AND TEACHER GRADE LEADERS TO PROVIDE CULTURALLY DIVERSE BOOKS IN A RANGE OF READING LEVELS TO CLASSROOM LIBRARIES, PROVIDE PROFESSIONAL LEARNING OPPORTUNITIES FOR STAFF AROUND INTEGRATING SEL INTO THE CLASSROOM, AND CONTINUE TO OVERSEE THE 5TH GRADE CAPSTONE PROJECT FOCUSED ON COMMUNITY SERVICE .

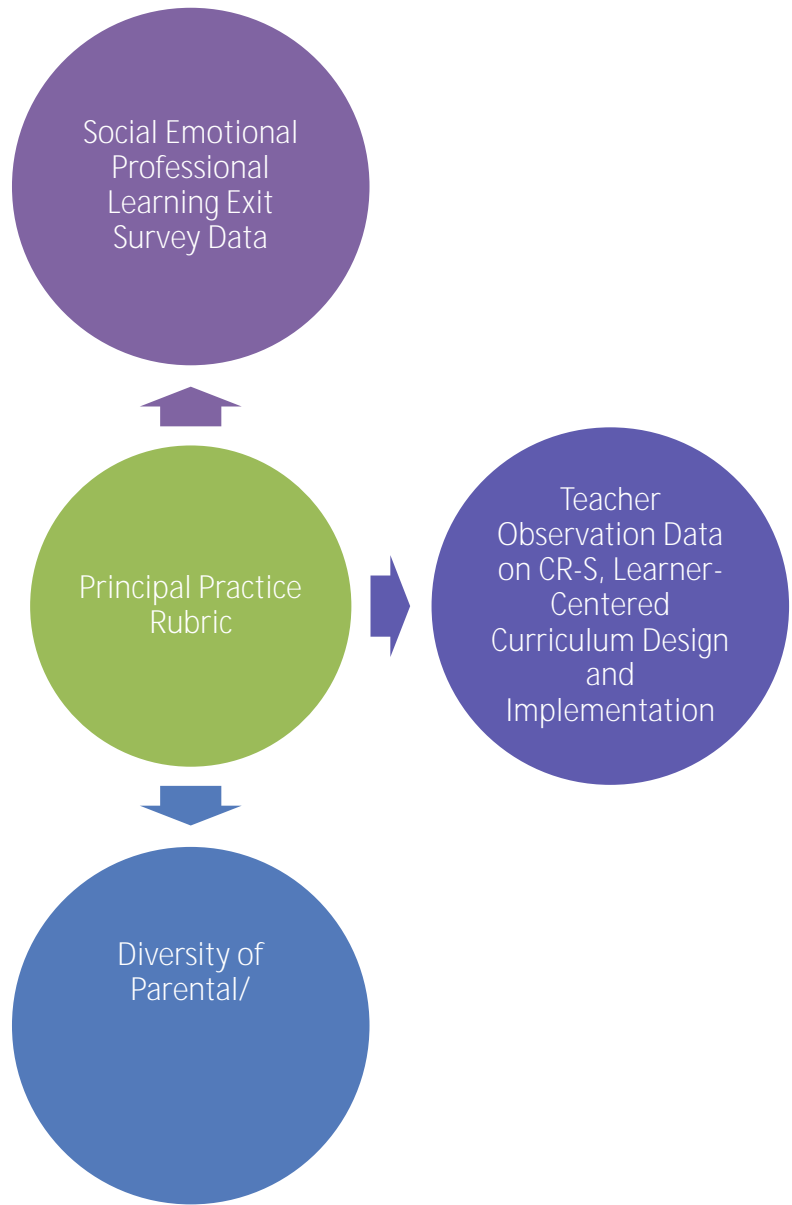
HOW DO THESE AREAS OF PRINCIPAL PRACTICE IMPACT STUDENT GROWTH?
IMPLEMENTING PROGRAMS AND CURRICULA AIMED AT HELPING STUDENTS 1) UNDERSTAND THAT THEY ARE A PART OF A SCHOOL COMMUNITY THAT REFLECTS AND RESPECTS THE DIVERSITY OF THEIR BACKGROUNDS, 2) BUILD SUPPORTIVE RELATIONSHIPS, AND 3) MANAGE CHALLENGES CAN HELP FORTIFY AN ENVIRONMENT THAT IS CONDUCIVE TO LEARNING AND STUDENT ENGAGEMENT.

Through PLCs aimed at integrating and promoting cohesive elements of social emotional learning into the curriculum, educators will help students stay engaged with their coursework and improve their general attitudes toward school (Durlak, Weissberg, Dymnicki, & Taylor, 2011).

By researching, learning about, and implementing culturally responsive-sustaining curriculum and practice, educators will help create and reinforce an environment that promotes positive student outcomes⁸.

Community service learning as an integrated part of the curriculum has been shown to have positive effects on student engagement and student self-esteem (Lopez-Azuaga & Suarez Riveiro, 2020):

⁸ See [NYSED's Culturally Responsive-Sustaining Education Framework](#).



CALCULATING A SCORE AND HEDI RATING FOR AN EDUCATOR EVALUATION:

Evidence will be scored on the principal practice rubric, weighted equally and averaged.
0-4 score will be mapped to the HEDI bands as follows:

HOW WILL THE RESULTS BE USED TO PROVIDE SUPPORT FOR PRINCIPAL GROWTH?



QUESTIONS?

For specific questions as to what may be allowable under an Input Model for Principals, please contact: educatoreval@nysed.gov.

