



New York State
EDUCATION DEPARTMENT
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STEPS Plan Form Tutorial

Presented by:
**Office of Educator Quality and
Professional Development**

<https://www.nysed.gov/educator-quality>

Educator Quality and Professional Development

By helping school districts and BOCES to develop comprehensive systems of preparation, support, and advancement for educators that are responsive to local context, the Office of Educator Quality and Professional Development seeks to ensure that all students, regardless of demography or zip code, have access to great teachers and school leaders.



New York State Evaluation System



NYS-STEPS (Education Law §3012-e)

Education Law §3012-d

Educator Evaluation Data

Educator Evaluation Plans by LEA

Memoranda to the Field

Improving Practice & Field Service



Educator Effectiveness Framework

Teaching and Educational Leadership Standards

Mentoring

Ensuring Equitable Access to High Quality Teachers and Leaders

Featured News



JUNE 16, 2025

FAQ released on the Educational Leadership Standards and Education Law §3012-d Evaluation Plans

JUNE 3, 2025

New guidance is available to support the design and development of a STEPS plan

MAY 30, 2025

New webinars published: STEPS Plan workshops to assist LEAs in using a needs analysis to select teacher and principal measures

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- Professional License Online Verification Searches
- SEDREF Query
- Teacher Certification Help
- TEACH Public Inquiry System

Other Applications

- Child Nutrition Knowledge Center (CN)
- Impartial Hearing Reporting System (IHRS)
- Rate Setting Unit (RSU)
- System to Track and Account for Children (STAC)
- Teacher's Certification (TEACH)
- Teacher Access and Authorization

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Part 1. STEPS Plan Overview

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

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STEPS Plan Design Options

View Calculations

STEPS PLAN DESIGN

Welcome to the NYS Standards-based Educator Evaluation and Support System (STEPS) Plan Form. The purpose of the STEPS is to comprehensive, systematic approach to advancing excellence in teaching and learning aligned to the [NYS Teaching Standards](#) and the [York Version](#)) and the Culturally Responsive-Sustaining Education Framework. To learn more about STEPS plan requirements or read [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 contact your 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 chosen 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 the evaluation process. **

Report Title: 1.EMS.TCH

☐ 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

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

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 the evaluation process. **

Report Title: 1.EMS.PRN

☐ 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

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

Part 1. STEPS Plan Overview

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

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

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

- ☒ Professional portfolios
- ☐ Surveys and feedback
- ☐ Goal setting and attainment
- ☐ Teacher project
- ☒ Student outcome data
- ☐ Student portfolios
- ☐ Other LEA-developed measure



STANDARD ⌘	I	II	III	IV	V	VI	VII
Teacher observation	<input checked="" type="checkbox"/> I	<input checked="" type="checkbox"/> II	<input checked="" type="checkbox"/> III	<input checked="" type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Professional portfolios	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input checked="" type="checkbox"/> VI	<input checked="" type="checkbox"/> VII
Surveys and feedback	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Goal setting and attainment	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Teacher project	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII
Student outcome data	<input type="checkbox"/> I	<input type="checkbox"/> II	<input type="checkbox"/> III	<input type="checkbox"/> IV	<input checked="" type="checkbox"/> V	<input type="checkbox"/> VI	<input type="checkbox"/> VII

**Measures
used to
evaluate
Standards**

Measures used to evaluate Standards








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

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

All teachers are required to use observations for standards 1-4, student outcome data for Standard 5 and are permitted to choose from using either a portfolio or a use goal setting and attainment process to measure their practice for Standards 6 and 7.

Rationale

<p>NYS Teaching Standard</p> <p></p>	<p>RATIONALE</p> <p>Please describe the rationale for selecting the measure(s) indicated above to assess the applicable standard(s). In your response, please include:</p> <ul style="list-style-type: none"> • 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? <p></p>
<p>Standard I: Knowledge of Students and Student Learning</p>	<p>We selected observations to assess standard 1 because it will assess how the teacher tailors technology to a student's current abilities and understands a student's current misconceptions with the information. An observation will provide useful information because evaluators will be able to assess a teacher's choice of lesson activities and any supports given.</p> <p></p>
<p>Standard II: Knowledge of Content and Instructional Planning</p>	<p>We selected observations to assess standard 2 because it will assess how the teacher designs and adapts instruction to include multiple content representations and provides opportunities for students to achieve learning goals in a variety of ways to meet their diverse needs. An observation will provide useful information because evaluators will be able to assess this interaction between the teacher, student, and the information to be taught.</p> <p></p>
<p>Standard III: Instructional Practice</p>	<p>We selected observations to assess standard 3 because it will best show how the teacher adjusts the pace of instruction, focus of instruction, and method of delivery based on student progress. An observation will provide useful information because evaluators will be able to assess the teacher's willingness and ability to make such adjustments during the class time.</p> <p></p>
<p>Standard IV: Learning Environment</p>	<p>We selected professional portfolios to assess standard 4 because it will show how the teacher fosters a climate of acceptance and respect. This is best shown through many artifacts collected throughout the school year.</p> <p></p>
<p>Standard V: Assessment for Student Learning</p>	<p>We selected professional portfolios to assess standard 5 because it will show how the teacher designs a plan for an overall assessment system that is aligned with the curricular and instructional goals and accurately determines mastery of student skills and knowledge. This is best shown through many examples of assessments given throughout the school year.</p> <p></p>

PART 2. TEACHER EVALUATION

• 2A. Measures and Rationale

A blue circle with a black border and a white outline. Inside the circle, the text "Professional Portfolio - Description" is written in white and yellow.

Professional Portfolio - Description

Professional Portfolio Description

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

*Please select all that apply. **

- | | |
|---|---|
| <input type="checkbox"/> Personal statement | <input type="checkbox"/> Observation forms |
| <input type="checkbox"/> Teaching philosophy | <input type="checkbox"/> Survey and/or evaluation responses |
| <input checked="" type="checkbox"/> Reflective writing | <input checked="" type="checkbox"/> Professional learning activities |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Stakeholder communications |
| <input type="checkbox"/> Learning objectives | <input type="checkbox"/> Evidence of collaboration with other educators/student support personnel |
| <input checked="" type="checkbox"/> Differentiated lesson plans | <input type="checkbox"/> Academic/professional presentations |
| <input type="checkbox"/> Assignments and rubrics | <input type="checkbox"/> Awards/achievements |
| <input type="checkbox"/> Student assessments and/or artifacts | <input type="checkbox"/> Volunteer activities/community involvement |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Other (please provide additional information in the box below) |
| <input checked="" type="checkbox"/> Data analysis | |

Professional Portfolio - Evaluation & Scoring

PART 2. TEACHER GROUP 1
2A-1. Measures and Rationale
2B-1. Professional Portfolios

Professional Portfolio Evaluation

Report Title: 2T0.PTF.EVL

<div><div></div><div></div><div>X</div></div>	<div>WHO WILL EVALUATE PROFESSIONAL PORTFOLIOS?</div> <div>Please select all that apply. *</div> <div><div><input type="checkbox"/> Supervisor</div><div><input type="checkbox"/> Independent evaluator</div><div><input type="checkbox"/> Peer</div><div><input type="checkbox"/> Other (please provide additional information in the box below)</div></div>
---	---

 HOW FREQUENTLY WILL PORTFOLIOS BE EVALUATED? * ☐ 1x/academic year (end of year review) ☐ 2x/academic year (mid-year and end of year review) ☐ Continually (multiple designated checkpoints throughout the academic year) ☐ Other (please provide additional information in the box below) |


Professional Portfolio - Evaluation & Scoring

Professional Portfolio Scoring

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

HOW ARE PORTFOLIOS SCORED?

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



The teacher's portfolio will be scored using an LEA created rubric on a scale of 0-100 (see Scoring Scale upload). Teachers will submit 5 peices of evidence that be weighted equally and averaged.

body p Words: 33

If applicable, upload scoring-related documentation.

Choose File No file chosen

? Help

2B. – 2I. Describe Your Measures

Survey Navigation	
▣ PART 1. STEPS PLAN OVERVIEW	✓
▣ PART 2. TEACHER GROUP 1	□
• 2A-1. Measures and Rationale	➔
• 2B-1. Professional Portfolios	○
• 2C-1. Surveys and Feedback	○
• 2D-1. Goal Setting and Attainment	○
• 2E-1. Teacher Project	○
• 2F-1. Student Outcome Data	○
• 2G-1. Student Portfolios	○
• 2H-1. Teacher Observation	□
• 2I-1. LEA-Developed Measure	○
▣ PART 2. TEACHER GROUP 2	□
▣ PART 3. ADDITIONAL REQUIREMENTS FOR TEACHERS	✓
▣ PART 4. TEACHER EVALUATION SCORING	✓
▣ PART 5. PRINCIPAL EVALUATION	✓
▣ PART 6. ADDITIONAL REQUIREMENTS FOR PRINCIPALS	✓
▣ PART 7. PRINCIPAL EVALUATION SCORING	✓
▣ PART 8. ASSURANCES AND CERTIFICATION	✓

4. Teacher Evaluation scoring: Final Standard Ratings

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? *	<p><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></p> <p><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></p> <p><i>(D/E) The weights for multiple measures used to reach a final standard rating of 1-4.</i></p> <p><i>(F) The holistic weighting process for multiple measures used to reach a final standard rating of 1-4.</i></p> <p><i>If applicable, documentation relevant to option (B), (D), (E), or (F) can be uploaded below this table.</i></p>	Delete Row (Will be Deleted on Save)
<input type="checkbox"/> All teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<input type="checkbox"/> All standards, I-VII <input type="checkbox"/> Standard I <input type="checkbox"/> Standard II <input type="checkbox"/> Standard III <input type="checkbox"/> Standard IV <input type="checkbox"/> Standard V <input type="checkbox"/> Standard VI <input type="checkbox"/> Standard VII	<input type="radio"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4. <input type="radio"/> (B) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]. <input type="radio"/> (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged. <input type="radio"/> (D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/upload of these weights in the next column or below]. <input type="radio"/> (E) This standard is evaluated using multiple measures, one or more of which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]. <input type="radio"/> (F) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column or below].	<div> </div> <div>Words: 0</div>	<input type="checkbox"/>

Add Row

✕

4. Teacher Evaluation scoring: Final Standard Ratings

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? *	(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.
<input type="checkbox"/> All teachers <input checked="" type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<input type="checkbox"/> All standards, I-VII <input checked="" type="checkbox"/> Standard I <input checked="" type="checkbox"/> Standard II <input checked="" type="checkbox"/> Standard III <input checked="" type="checkbox"/> Standard IV <input type="checkbox"/> Standard V <input type="checkbox"/> Standard VI <input type="checkbox"/> Standard VII	<input checked="" type="radio"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4. <input type="radio"/> (B) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]. <input type="radio"/> (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged. <input type="radio"/> (D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/upload of these weights in the next column or below]. <input type="radio"/> (E) This standard is evaluated using multiple measures, one or more of which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]. <input type="radio"/> (F) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column or below].	<div> </div> <div> <div>body p</div> <div>Words: 0</div> </div>
<input type="checkbox"/> All teachers <input checked="" type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<input type="checkbox"/> All standards, I-VII <input type="checkbox"/> Standard I <input type="checkbox"/> Standard II <input type="checkbox"/> Standard III <input type="checkbox"/> Standard IV <input checked="" type="checkbox"/> Standard V <input checked="" type="checkbox"/> Standard VI <input checked="" type="checkbox"/> Standard VII	<input type="radio"/> (A) This standard is evaluated using only one measure, which results in a score of 1-4. <input checked="" type="radio"/> (B) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]. <input type="radio"/> (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged. <input type="radio"/> (D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/upload of these weights in the next column or below]. <input type="radio"/> (E) This standard is evaluated using multiple measures, one or more of which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below]. <input type="radio"/> (F) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column or below].	<div> </div> <div> <div>body p</div> <div>Words: 49</div> </div> <p>The portfolio is scored on scale of 1-100. There will be 5 pieces of evidence, weighted equally and averaged. Once we get the 0-100 score, we will use a conversion chart to convert it to a 1-4 rating. Please see 0-100 portfolio measure score scale and conversion chart attached.</p>

4. Teacher Evaluation scoring: Final Standard Ratings

- ☐ All teachers
- ☐ Teacher group 1
- ☒ Teacher group 2
- ☐ Teacher group 3

- ☒ All standards, I-VII
- ☐ Standard I
- ☐ Standard II
- ☐ Standard III
- ☐ Standard IV
- ☐ Standard V
- ☐ Standard VI
- ☐ Standard VII

- ☐ (A) This standard is evaluated using only one measure, which results in a score of 1-4.
- ☐ (B) This standard is evaluated using only one measure, which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below].
- ☐ (C) Every measure used for this standard is scored on a 1-4 scale and they are weighted equally and averaged.
- ☒ (D) Every measure used for this standard is scored on a 1-4 scale and they are weighted at negotiated weights [include a description/upload of these weights in the next column or below].
- ☐ (E) This standard is evaluated using multiple measures, one or more of which does not result in a score of 1-4 [include a description/upload for the conversion process in the next column or below].
- ☐ (F) This standard is weighed holistically across measures to reach a score of 1-4 [include a description/upload of this process in the next column or below].

Source

B I U abc | A | | | | | | |

Styles - Normal -

Observations will be weighted at 70% of each standard. The goal setting and attainment measure will be 30% of each standard. After taking the weighting average of the measure scores, we will use LEA created scoring bands to arrive at a level 1-4 rating for each standard (see upload). |

body p Words: 49

4A. Teacher Evaluation Scoring: Overall Rating

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.

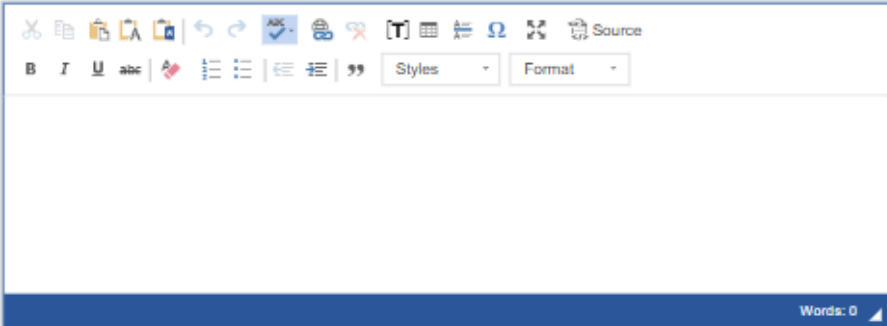
The LEA will determine how to combine ratings from applicable standards in order to reach an overall rating of 1-4. Overall ratings must be based on the rating received for each standard, and not on a subset of standards.

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.

Report Title: 4T.OR

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>	Delete Row (Will be Deleted on Save)
<input type="checkbox"/> All teachers <input type="checkbox"/> Teacher group 1 <input type="checkbox"/> Teacher group 2 <input type="checkbox"/> Teacher group 3	<div data-bbox="1243 786 2125 1108">  </div>	<input type="checkbox"/>
<div data-bbox="1014 1136 1116 1179">Add Row</div>		<div data-bbox="2168 1136 2211 1179">✕</div>

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

Report Title: 4Q.OR.UPL

No file chosen

Which teachers does this information apply to? *

- ☐ All teachers
- ☒ Teacher group 1
- ☐ Teacher group 2
- ☐ Teacher group 3

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. **



For probationary teachers, the final rating received for each standard will be weighted at negotiated values resulting in a rating of 1-4 rating. That rating is then applied to our LEA scoring bands- resulting in an overall rating of 1-4. I would upload the LEA created scoring bands.

body p

Words: 48

**4A. Teacher
Evaluation
Scoring:
Overall
Rating
Group 1**

Which teachers does this information apply to? *

- ☐ All teachers
- ☐ Teacher group 1
- ☒ Teacher group 2
- ☐ Teacher group 3

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. **

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, source, and other formatting options. Below the toolbar are dropdown menus for "Styles" (set to "Normal") and "Normal".

For tenured teachers, we have created a "decision matrix", which will provide an overall rating of level 1-4 based on the ratings received across the standards. I would then upload the LEA created decision matrix.

body p

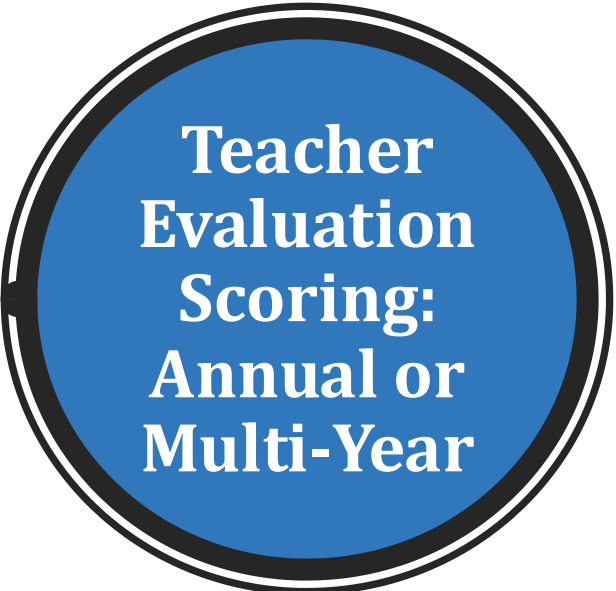
Words: 35

**4A. Teacher
Evaluation
Scoring:
Overall
Rating
Group 2**

TEACHER EVALUATION SCORING: TENURED TEACHERS

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

- ☐ ALL tenured teachers are evaluated on an annual cycle (a teacher receives a rating for each standard and an overall rating every year).
- ☐ 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).



**Teacher
Evaluation
Scoring:
Annual or
Multi-Year**

Example of 2-year evaluation cycle for tenured teachers

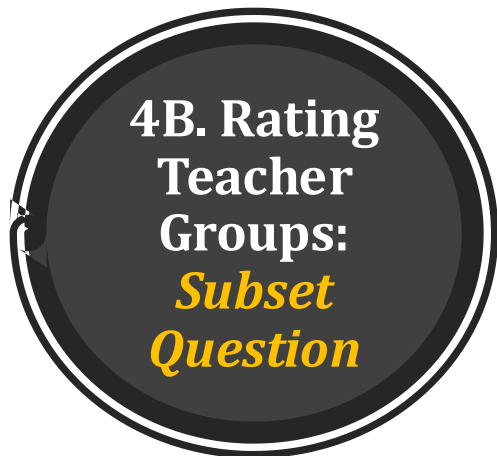
4B. Rating Teacher Groups: Example

NYS Teaching Standard		How often will <u>tenured teachers</u> receive an applicable rating? <i>If an applicable rating will be provided in multiple years, please select all that apply. *</i>	
I	Standard I: Knowledge of Students and Student Learning	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> Year 1 of evaluation cycle <input type="checkbox"/> Year 2 of evaluation cycle <input type="checkbox"/> Year 3 of evaluation cycle <input type="checkbox"/> Other (please provide additional information in the box below)	V
II	Standard II: Knowledge of Content and Instructional Planning	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> Year 1 of evaluation cycle <input type="checkbox"/> Year 2 of evaluation cycle <input type="checkbox"/> Year 3 of evaluation cycle <input type="checkbox"/> Other (please provide additional information in the box below)	VI
III	Standard III: Instructional Practice	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> Year 1 of evaluation cycle <input type="checkbox"/> Year 2 of evaluation cycle <input type="checkbox"/> Year 3 of evaluation cycle <input type="checkbox"/> Other (please provide additional information in the box below)	VII
IV	Standard IV: Learning Environment	<input type="checkbox"/> Annually <input checked="" type="checkbox"/> Year 1 of evaluation cycle <input type="checkbox"/> Year 2 of evaluation cycle <input type="checkbox"/> Year 3 of evaluation cycle <input type="checkbox"/> Other (please provide additional information in the box below)	Overall Rating
		<input type="checkbox"/> Annually <input type="checkbox"/> Year 1 of evaluation cycle <input checked="" type="checkbox"/> Year 2 of evaluation cycle <input type="checkbox"/> Year 3 of evaluation cycle <input type="checkbox"/> Other (please provide additional information in the box below)	

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

- ☐ The information in the table above applies to ALL tenured teachers.
- ☒ 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. *



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