



Onondaga-Cortland-Madison BOCES Annual Professional Performance Review Plan (APPR)

Principals and Administrators

2016-2017

Introduction

The governing body of BOCES shall adopt a plan, which may be an annual or multi-year plan, for the annual professional performance review of its teachers and principals/administrators.

The District Superintendent, in collaboration with administrators developed this professional performance review plan which is in compliance with section 3012-d of Education Law. Once approved by the governing body of the school district, the plan will be filed in the district office and posted to the district website no later than September 10th of each year. If work on the development of the plan needs to continue after September 10th, revisions to the plan will be posted as approved by the governing body. The plan will be reviewed annually and any necessary changes will be made.

The governing body of each school district and BOCES shall ensure that the performance of all principals and administrators is reviewed annually.

Background

A committee of 8 people met to develop the Annual Professional Performance Review Plan for principals/administrators. The committee was comprised of eight administrators. The committee has designed an evaluation system that gives effective feedback to principals/administrators in order to maximize professional growth and improve student learning.

Applicability

Section 3012-d applies to all principals. Section 3012-d also applies to assistant principals who have primary responsibility for specific programs including the assistant principals of alternative education and special education. Section 3012-d applies to special education administrators responsible for programs located in component school districts as well. All other represented employees will be evaluated pursuant to the provisions of that employee's collective bargaining agreement and APPR. Non-represented employees will be evaluated pursuant to procedures approved by the District Superintendent or his/her designee.

Principal/Administrator Evaluation

Interstate School Leaders Licensure Consortium (ISLLC) Standards

The professional performance review plan for principals/administrators is based on the ISLLC Standards. (see appendix for complete set of *ISLLC Standards* and the accompanying performance indicators). These, therefore, are the standards that will be used to evaluate principals/administrators:

Standard 1. An educational leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instruction programs conducive to student learning and staff professional growth.

Standard 3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5. An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6. An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Principal/Administrator Effectiveness

Annual professional performance reviews shall differentiate principal effectiveness by using the matrix provided by the State Education Department. As such, a principal/administrator shall be rated as Highly Effective, Effective, Developing, or Ineffective. The rating is determined as follows:

Student Performance

50% is based on student growth on State assessments or other comparable measures of student growth. Student growth means the change in student achievement for an individual student between two or more points in time.

Data that are provided by SED will provide the student performance score. For all principals/administrator for which there is no growth data provided by the state, the Student Learning Objectives (SLO-growth) process will be employed as described by SED. Principals/administrators will work with their principal evaluator using the state process. Principal evaluators will assess the principal's/administrator's evidence of student learning at year end using the Student Learning Objectives (SLO) process.

Principal School Visits

The remaining 50% of the rating is based on other measures of principal/administrator effectiveness consistent with standards prescribed by the Commissioner in regulation.

Evidence of the ISLLC Standards will be collected by the principal evaluator or trained observer via school visits. School visits will occur throughout the school year. There will be a minimum of three school visits (of which at least one will be unannounced).

Within the first two months of each school year, the principal/administrator and the principal evaluator will meet to discuss the school year which will include Student Learning Objectives as applicable. Within the last two months of the school year, a reflection meeting between the principal/administrator and principal evaluator will occur, addressing Student Learning Objectives, the ISLLC Standards, the rubric scoring, and the summative evaluation.

Rubric

Based on its inclusion of the SED-approved list of rubrics, the Kim Marshall rubric will be used to evaluate principals/administrators. The rubric is included in the appendix.

Every principal/administrator must be annually assessed on each of the six Standards and the Indicators, but not necessarily on all of the Indicators of each Standard. Indicators will be evaluated by observation and review of evidence submitted by the principal/evaluator. After gathering information during the school year from the school visits, and other collected evidence, the evaluator identifies levels on the rubric, with a conversion from the rubric as follows:

Highly Effective= 4 points

Effective= 3 points

Developing= 2 points

Ineffective= 1 point

In this way, every possible score is available to each principal/administrator, as prescribed by regulation.

Within each ISLLC Standard, all of the levels for the observed indicators on the rubric are averaged together (adding the score for each indicator and dividing the total of the indicator levels by the number of observed indicators). This provides an average score for a Standard. The process is repeated for each Standard. Finally, the individual Standard scores are averaged.

All of the ISLLC Standards will be weighted equally. In other words, the scores on each of the ISLLC Standards will be averaged. The overall score will be converted to:

Overview Category Score and Rating		
	Min.	Max.
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	1	1.49

Summative Evaluation

The composite evaluation score will be determined as follows:

50% from student growth on State assessments or other comparable measures of student growth.

50% based on the score as determined by the school visits and Marshall rubric

The matric provided by the State Education Department will be utilized to determine the rating of “highly effective,” “effective,” “developing,” or “ineffective.”

Timely Provision of Feedback

School visits are unannounced and will occur on multiple occasions during the course of the school year. Written feedback and/or the collected evidence should be shared with the principal/administrator within five school days of the school visit, unless there are extenuating circumstances. Principals/administrators and principal evaluators will be encouraged to frequently discuss aspects of the ISLLC Standards. The summative evaluation, including composite effectiveness score, will be provided by September 1.

Professional Development

Professional development objectives for the principal/administrator will be based on the evaluation, in addition to school and/or district priorities.

Evaluator Training

The District Superintendent will ensure that all evaluators have been trained and that all principal evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES principal evaluator training and certification in accordance with SED procedures and processes. Principal evaluator training will include training on:

- 1) ISLLC 2008 Leadership Standards
- 2) Evidence-based observation
- 3) Application and use of Student Growth Percentile and VA growth Model data
- 4) Application and use of the State-approved Multidimensional Principal Performance Rubrics
- 5) Application and use of any assessment tools used to evaluate principals
- 6) Application and use of State-approved locally selected measures of student achievement
- 7) Use of the Statewide Instructional Reporting System
- 8) Scoring methodology used to evaluate principals
- 9) Specific considerations in evaluating principals of ELLs and students with disabilities
- 10) State-determined district-wide student growth goal setting process (Student Learning Objectives)
- 11) Effective supervisory visits and feedback
- 12) Soliciting structured feedback from constituent groups
- 13) Reviewing school documents, records, state accountability processes and other measures
- 14) Principal contribution to teacher effectiveness

The District Superintendent will ensure that principal evaluators participate in annual training and are re-certified on an annual basis. The BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

Data Linkage

Working with the Central New York Regional Information Center, the district will provide all of the data elements described by SED. Data will be submitted to the SED through the portal each year. This includes information a comprehensive course catalog, assessment scores, student enrollment information, and evaluation component scores.

Professional Improvement Plans

If a principal/administrator's summative performance is evaluated as "ineffective" or "developing", the principal evaluator shall be required to develop a Professional Improvement Plan in consultation with the principal/administrator. Such plan will be shared with and implemented within ten days of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated. At any time during the school year a principal/administrator evaluator may determine it necessary for an improvement plan to be initiated.

The plan will describe the professional learning activities that the principal/administrator must complete. These activities will be connected to the areas needing improvement. The artifacts that the principal/administrator must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described and could include items such as lessons, student work, or unit plans. The principal evaluator will state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the principal/administrator will meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the principal/administrator.

Appeals

Appeals of annual professional performance reviews are limited to those that rate a tenured principal/administrator/assistant principal as ineffective or developing only.

What may be challenged in an appeal: The appeal procedures allow the scope of the appeals under Education Law 3012-d to the following subjects:

1. The Onondaga-Cortland-Madison BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
2. The adherence to the Commissioner's regulations, as applicable to such reviews;
3. Compliance with any locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
4. The Onondaga-Cortland Madison BOCES' issuance and or implementation of the terms of the principal improvement plan under Education Law 3012-d.

Prohibition against more than one appeal: A principal/administrator may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of proof: In an appeal, the principal/administrator has the burden of proving by substantial evidence the merits of his or her appeal.

Timeline for filing an appeal: All appeals must be submitted in writing to the principal evaluator no later than ten (10) calendar days from the date when the principal receives his/her annual summative professional performance review. All information and evidence the principal/administrator wants to have considered must be included in the written appeal. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Appeal process: Upon receipt of the written appeal from the principal, the principal evaluator shall have ten (10) calendar days from the date of receipt to reply. If the principal evaluator does not concur with the appeal and make any necessary and appropriate changes to the summative evaluation, the appeal will be forwarded to the District Superintendent who will, within ten (10) calendar days issue a written, final decision about the appeal. The written decision will be provided to the principal/administrator and to the principal evaluator.

The decision will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the District Superintendent shall not be subject to any further appeal.

Attached: Appendix 1: ISLLC Standards and Performance Indicators

Appendix 2: Multidimensional Professional Performance Rubric