

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

11.1) Assurances -- Improvement Plans Assure that principals who receive a Developing or Ineffective rating will receive a Principal Improvement Plan (PIP) within 10 school days from the opening of classes in the school year following the performance year	Checked
11.1) Assurances -- Improvement Plans Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

<assets/survey-uploads/12168/533379-Df0w3Xx5v6/Princip Improve Plan.pdf>

11.3) Appeals Process

Pursuant to Education Law section 3012-c, a principal may only challenge the following in an appeal:

(1) the substance of the annual professional performance review

(2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c

(3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way:

TIOGA CENTRAL SCHOOL DISTRICT APPEALS PROCESS FOR PRINCIPALS

Appeals Process

A tenured principal may challenge the overall rating (Ineffective only) on the final APPR composite score or an unsatisfactory rating on a principal improvement plan. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Process

- The principal must submit to the evaluator (Superintendent) additional information specific to the point of disagreement, using the "challenge" document, in writing no later than twenty (20) business days of receipt of the final APPR composite score or receipt of the unsatisfactory improvement plan. Such written response shall become part of the appraisal record and shall be attached to the Summative Evaluation.
- The evaluator (Superintendent) will meet with the principal no later than ten (10) business days of receipt of the appeal and will issue a written decision. If the challenge is upheld, then the process ceases and the evaluation score will be revisited. If the challenge is denied, the decision of the evaluator may be appealed to the District Superintendent.
- The challenge, together with the record, will be forwarded (by the principal) to the District Superintendent no later than one (1) business day from the issued written decision.
- No later than ten (10) business days of receiving the written challenge, the District Superintendent shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.
- At any time during the appeals process, the District Superintendent shall interview the principal and the Superintendent in separate meetings.
- If the challenge is upheld, then the evaluation score will be revisited.
- If the challenge is denied, the decision shall state the reasons for the denial.
- The decision of the District Superintendent shall be final.

Our district assures that the appeal process will be timely and expeditious in compliance with Education Law 3012-c.

TIOGA CENTRAL SCHOOL DISTRICT APPEALS CHALLENGE FORM FOR PRINCIPALS CHALLENGE FORM

Name Evaluator(s)_

Position School/District

Date

Please indicate grounds for the principal appeal (all categories may be challenged for each overall summative evaluation rating scored to be Ineffective for a tenured teacher.) All grounds for appeal must be submitted on the initial challenge form. Any issue not raised in the initial challenge form will be deemed waived.

Adherence to APPR Evaluation Standards/Methodologies

Adherence to Commissioner's Regulations

Compliance with Locally Negotiated Standards that don't fall under the Grievance Procedure

Clerical Scoring Error (If the principal is not rated ineffective, but there has been a clerical error in calculating the final score), the principal may request (in writing) of the administration that the final score be reviewed and rectified, if appropriate. District administration has the obligation to review and rectify the final score under these circumstances. In the event of a possible Clerical Scoring Error, the principal should notify the evaluator in writing within 5 business days of receiving their score. The score would be reviewed and a decision would be made within 3 business days.

If a developing principal has satisfactorily completed a TIP but receives a developing composite score in the subsequent year, they have a right to file an appeal.

The principal shall write a specific description of the rating in dispute, and shall attach any supporting documentation to be considered as part of the appeal.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- (2) Evidence-based observation techniques that are grounded in research;
- (3) Application and use of the student growth percentile model and the value-added growth model;
- (4) Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
- (5) Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district evaluate its teachers;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

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

Initial training will include scheduled regional meetings specific to the Marzano rubric. These will take place at least twice a year. Additionally, initial training will include 9 hours of Lead Evaluator Training.

Evaluators will be re-certified annually based on their participation at ongoing regional meetings specific to the Marzano rubric.

Inter rater reliability is not an issue but the Superintendent will attend additional training to ensure proper calibration.

11.5) Assurances -- Evaluators

Please check the boxes below:

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- Checked
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(1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable

(2) evidence-based observation techniques that are grounded in research

(3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

(6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

(9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked