

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/182872-Df0w3Xx5v6/PIP.docx](#)

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:

1. Appeals of principal evaluations must be made formally in writing within ten (10) business days of receipt of the completed evaluation. A principal may only appeal a rating of "developing" or "ineffective" on his/her overall rating. The appeal must include a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The burden of proof in an appeal remains with the principal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time of the appeal is filed shall not be considered.

2. Appeals may be made for the following reasons:

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a. Failure of the school district to adhere to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c.

b. Failure of the school to adhere to the Commissioner's regulations, as applicable to such reviews.

c. Failure of the school district to comply with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans.

d. Failure of the school district's issuance and/or implementation of the terms of the Principal improvement plan under Education Law 3012-c..

e. The substance of the annual professional performance review

3. A superintendent from another Madison-Oneida BOCES component district, will mutually agreed upon by the principal and superintendent within 5 school days of the appeal will be selected to hear the appeal and render a decision.

4. After reviewing the original evaluation/principal improvement plan and principal appeal, the superintendent selected to hear the appeal shall convene an informal hearing within 10 business days of receipt of the written appeal to allow all parties to be heard on the matter.

5. A final written decision on the merits of the appeal shall be rendered by the superintendent no later than thirty (30) business days from the date upon which the principal filed his/her appeal.

6. The superintendent's decision shall set forth the reason and factual basis for each determination on each of the specific issues raised in the principal's appeal.

7. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect or order a new evaluation if the procedures have been violated.

8. A copy of the decision shall be provided to the principal and the evaluator.

9. All principal evaluation appeal decisions shall be final. This shall not be considered a waiver of any other rights under any statutory or regulatory provisions.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

Upon gathering ample documentation that evaluators and lead evaluators have been properly trained, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities outlined and participation in regional meetings and trainings will be ongoing, and documentation of training will continue in order for all evaluators to be recertified each year. Through bi-monthly meetings with the superintendent, the lead evaluators will continue working to build inter-rater reliability. We will seek out additional opportunities through BOCES and other resources to continue to build this.

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

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- Checked
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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