UNIONDALE UFSD

Annual Professional Performance Review (APPR)

Administrators' Handbook
2014-2015

UNIONDALE UFSD

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Philosophy

The purposes of all our supervision and evaluation efforts, and specifically supervision and evaluation of our Annual Professional Performance Review process, are to enhance the abilities of our professional staff to attain and maintain an exemplary level of performance and to ensure that all our children receive the best instruction possible. In order to accomplish these purposes, we have developed an Annual Performance Review process based on the following criteria:

- ✓ *Use clear, consistent review criteria*
- ✓ *Ensure administrators' input to process*
- ✓ *Use multiple measures*
- ✓ *Tie performance to district/school priorities*
- ✓ *Increase responsibility for self-improvement*
- ✓ *Provide support to administrators in need of improvement*

Mission Statement

Uniondale School District recognizes that all children are unique and must be guided to realize their full academic and social potential in a secure and stimulating environment.

Therefore, the Uniondale School District, its Board of Education, staff, students, parents, and community members, as stakeholders in the shared decision-making process, is committed to developing educational excellence and will ensure that students:

1. *Are provided with a rigorous education that will prepare them to become problem-solvers, users of technology, and literate, productive citizens in a mosaic society.*

2. *Are challenged intellectually and academically in a stimulating environment in which high expectations and a passion for learning are priorities.*

3. *Work and learn in a safe and secure environment.*

4. *Develop and practice respect for cultural diversity and character.*

5. *Are given the opportunity to develop character and enhance their self-esteem.*

6. *Develop and practice respect for themselves, their peers, the staff, the educational setting, and the broader community.*

Vision Statement

The increasing level of diversity in American society makes it a necessity for individuals to broaden their understanding and acceptance of similarities and differences. The Uniondale Union Free School District is committed to our role in helping to build and refine the technological, social, economic, and academic skills individuals need to function in the complex and multi-faceted, global society of the future.

APPR Overview

Pursuant to sections 101, 207, 215, 305, 3012-c of the Education Law and Chapter 103 of the Laws of 2010, and the new Paragraph (1) of subdivision (o) of section 100.2 of the Regulations of the Commissioner of Education effective July 1, 2011, a new Annual Professional Performance Review System will be in effect for all principals. (Other administrators will continue to use the current system of assessment and evaluation per Commissioner's Reg. 100.2)

Performance Review of Administrators
The governing body of each school district shall annually review the performance of all principals, as defined in Subpart 30-2 of this Title, according to procedures developed by such body in consultation with such principals. Such procedures shall be filed in the district office and available for review by any individual no later than September 10th of each year.

Evaluation Statement
The supervisor will be required to give a rating of highly effective, effective, developing or ineffective in all descriptive elements, as well as an overall evaluation. For these tools to be effective, all guidelines/criteria must be followed.

1) Rating Scale

- **Highly Effective:** *means a rating received by a principal wherein the principal receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in Section 30-2.6 of this Subpart.*

- **Effective:** *means a rating received by a principal wherein the principal receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in Section 30-2.6 of the Subpart.*

- **Developing:** *means a rating received by a principal wherein the principal receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in Section 30-2.6 of the Subpart.*

- **Ineffective:** *means a rating received by a principal wherein the principal receives a composite effectiveness score within the minimum and maximum scoring range for this rating category as prescribed by the Commissioner in Section 30-2.6 of the Subpart.*

2) Composite Effective Score *shall mean the total effectiveness score out of 100 points assigned to a principal for an evaluation conducted pursuant to this Subpart. This score shall be calculated based on the sum of the three subcomponent scores described below:*

- **Student Growth** *on State assessments or other comparable measures in English Language Arts and Mathematics in grades four through eight for general education, students with disabilities and English Language Learners. (0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value added growth model approved by the Board of Regents, and 0-25 points for the 2012-2013 school year and thereafter for those grades/subjects where a value-added growth model is approved by the Board of Regents). **Student Growth** means the*

change in student achievement/performance for an individual student between two or more points in time.

- ***Locally Selected Measures of Student Achievement*** *(0-20 points for the 2011-2012 school year and in subsequent school years for those grades/subjects where there is no value-added growth model approved by the Board of Regents, and 0-15 points for the 2012-2013 school year and thereafter for those grades/subjects which a value-added growth model is approved by the Board of Regents). The State approved third-party assessment and other District created assessments comparable with State Learning Standards will be used for the Locally Selected Growth or Achievement score.*

- ***Other Measures of Effectiveness***
  New York State guidelines state that other measures will be based on state requirements, as follows:
  - *For the 2012-13 school year, at least a majority (31) of the 60 points must be based on a broad assessment of principal leadership and management actions based on the principal practice rubric, by the principal's supervisor, a trained administrator, or a trained independent evaluator.*
  - *The evaluation must incorporate multiple school visits by a supervisor, a trained administrator, or other trained evaluator*
  - *At least one visit must be from a supervisor, and at least one visit must be unannounced.*
  - *A district or BOCES may allocate the full 60 points of a principal's evaluation to the broad assessment of principal leadership and management actions based on the State approved principal practice rubric.*

Using the above parameters for the plan, the Uniondale Public Schools have designated the Other Measures of Effectiveness as follows: The Other Measures of Effectiveness (60 points for the 2012-2013 school year and thereafter) will be based on the ISLLC Standards as identified in Marshall's Principal Evaluation Rubric.

3. Rating Scores:

   I. Overall Composite Rating Score:
      a. Highly Effective: *a composite effectiveness score of 91-100*
      b. Effective: *a composite effectiveness score of 75-90*
      c. Developing: *a composite effectiveness score of 65-74*
      d. Ineffective: *a composite effectiveness score of 0-64.*

   II. Subcomponent Ratings (for State Assessments or Locally Selected Measures):
      a. Highly Effective 18-20
      b. Effective 9-17
      c. Developing 3-8
      d. Ineffective 0-2

   III. Other Measures of Effectiveness (Scoring Range determined by District totaling 60 points):
      a. Highly Effective 59-60
      b. Effective 57-58
      c. Developing 49-56
      d. Ineffective 0-48

Subcomponent and Composite Scoring Ranges

TABLE 1

Level (There is no value-added measure)	Student Growth or Comparable Measures	Locally Selected Growth or Achievement	(60 Points) Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20 18-20		59-60	91-100
Effective 9-17		9-17	57-58	75-90
Developing 3-8		3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE 2

Level (Where value-added growth measures apply)	Student Growth or Comparable Measures	Locally Selected Growth or Achievement	(60 Points) Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25 14-15		59-60	91-100
Effective 10-21		8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

4. Evaluator

Lead Evaluator: is the primary person responsible for the principal's evaluation. The lead evaluator is the person who completes and signs the summative annual professional performance review. The lead evaluator of a principal should be the educational leader.

5. Evaluator Training

- Uniondale Public School District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by certified Nassau BOCES, District APPR trainers, and/or outside training professionals. Evaluator training will replicate the recommended SED model certification process incorporating per the 3012c Regulations. This training will include the following Requirements for Lead Evaluators:
  - o New York State ISLLC Standards and their related elements performance indicators
  - o Evidence-based observation techniques that are grounded in research
  - o Application and use of Student Growth Percentile and Value Added Growth Model data
  - o Application and use of the State-approved principal rubrics
  - o Application and use of any assessment tools used to evaluate principals
  - o Application and use of State-approved locally selected measures of student achievement
  - o Use of Statewide Instructional Reporting System
  - o Scoring methodology used to evaluate principals
  - o Specific considerations in evaluating principals of ELLs and students with disabilities
  - o Training methodology to ensure inter-rating reliability

- Evaluation Team: the team consists of those persons who may be involved in the input/evaluation process of the principal.
- Periodic in-service sessions will be conducted to familiarize all members of the evaluation team with the procedures and materials used in the system.

APPR IMPLEMENTATION

Other Measures of Effectiveness (60 points): Marshall's Principal Evaluation Rubric
The evaluation will be guided by rubrics that are organized around six domains covering all aspects of a principal's job performance:

      A. Diagnosis and Planning
      B. Priority Management and Communication
      C. Curriculum and Data
      D. Supervision, Evaluation, and Professional Development
      E. Discipline and Parent Involvement
      F. Management and External Relations

- The rubrics are designed to give principals and other school-based administrators an end-of-the-year evaluation of where they stand in all performance areas – and detailed guidance for improvement.
- These rubrics are not checklists for school visits.
- To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year.
- The supervisor is expected to comment on what is observed in each category and then make appropriate recommendations, when necessary.
- In completing this form, it is recommended that supervisors refer to the domain components as identified in the rubric.
- The supervisor is expected to make a global statement and provide an overall rating.
- The principal signs the report and receives a copy. Additionally, he/she has the opportunity to make comments.
- The principal's signature does not connote agreement but rather attests to the fact that he/she has read and received the completed report.
- Visits may be announced or unannounced.
- The Marshall Rubric evaluation must be completed by June 30. The report must be based on the six domains as defined by the Marshall Model using evidence from visits as well as other evidence.

Goal Setting Conference
The evaluation process begins early in the school year.
- Step One—the principal self-assesses
- Step Two—the supervisor meets with the principal to provide input in goal-setting and artifact selection
- Step Three—goals are set for the year

School Visits
The supervisor will conduct frequent school visits to listen, observe and supervise throughout the year
- Visits may be announced or unannounced
- Principals will share pertinent artifacts with supervisor
- Feedback will be provided to principals by the supervisor during post-visit meetings or written follow-up

End-of-Year Evaluation Conferences

The end-of-year evaluation conference begins with the supervisor and principal completing the rubrics in advance of their meeting.

- At this meeting, the supervisor and principal will compare their ratings for each domain. The discussion should aim for consensus based on actual evidence.
- The focus will revolve around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly is directly linked to school leadership.
- This conference may include discussion and feedback regarding state and local growth/achievement scores. (Note that these scores are determined by student data and are not part of the 60 points designated as other measures of effectiveness).

End-of-Year: Summative Evaluation

Commissioner's Regulations require that all principals be evaluated annually. The end-of-year Summative Evaluation should be completed for all principals by the end of the required period of time. When a principal receives a developing or ineffective rating, an improvement plan will be generated. The improvement plan will be developed from claims and/or judgments that are backed by evidence through supporting documentation.

Timeline for feedback:

A written Summative Evaluation report will be fully completed to include the three Composite Scores and final rating and received by the principal no later than September 1st. However, the ratings for the locally selected measures (20%) and other measures of effectiveness (60%) shall be presented to the principal no later than June 30.

Routing Procedures

Two copies of all signed, original documents must be forwarded to the Office of the Assistant Superintendent for Curriculum and Instruction. One copy will then be forwarded to the Personnel Office for placement in the personnel file. A copy of the document must be given to the principals.

PRINCIPAL IMPROVEMENT PLAN (PIP)

Principals whose performances are evaluated as **Ineffective or Developing** shall require the development of a Principal Improvement Plan. Central office administration, in consultation with the principal, shall develop this plan. The plan must be implemented within 10 school days of the initial return date of the next year following the **Ineffective or Developing** evaluation report. An initial conference shall be held at the beginning of the school year where the PIP is discussed.

The principal shall be given two school days to review, sign and date the PIP. If desired, the principal may request that the central office administrator(s) reconvene with the principal and union representative(s) before signing the document. Union representative(s) can accompany the principal to all meetings related to the PIP.

The plan, which will be in effect for the school year, shall include identified domains and components in need of improvement, goals to address identified areas, activities/resources to support improvement, improvement assessment tools, and a timeline. The plan may include, but is not limited to, any of the following:

- ✓ Identification of resources to help the educator including but not limited to mentors, BOCES, higher education, workshops, personal counselors, medical referrals, etc.

- ✓ Modeling experiences in which the principal will have the opportunity to:
  - ❖ Visit and observe the buildings of principals who have expertise in the targeted areas of need
  - ❖ Participate in co-leadership assignments with administrators who have expertise in the targeted areas of need

The principal and supervisor(s) shall meet three times a year to discuss the impact of the improvement activities on the principal's professional performance. The supervisors will review and assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and meetings between the supervisor and principal will continue on a regular basis during the second trimester. The principal will receive an End-of-Year Evaluation (APPR) by the contractual deadline.

The supervisor will provide the principal with a mid-year evaluation, no later than January 30th, which will include, but not be limited to, written direction and guidance regarding areas of concern. Each meeting will result in written documentation from the Superintendent to the principal, no later than two (2) days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The Superintendent must provide the principal with his/her end of the year evaluation no later than June 30th. The culmination of the PIP will be communicated in writing to the principal. If at the end of the year the PIP goals are met or the administrator is rated effective the PIP will terminate. Both parties will sign the PIP at the end of the school year. If the principal is rated as developing or ineffective for any school year in which a PIP was in effect and the principal is to be retained, a new plan will be developed by the principal and the Superintendent according to these guidelines for the subsequent school year.

PRINCIPAL APPEAL PROCEDURES

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for Principals, as well as the issuance and implementation of improvement plans for Principals whose performance is assessed as either developing of ineffective.

To the extent that a Principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.

This appeal procedure is proposed to address a Principal's due process rights while ensuring that appeals are resolved in an expeditious manner.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews will be limited to those that rate a Principal as ineffective or developing only. (Additional procedures may be adopted later if compensation decisions are linked to rating categories.)

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures will limit the scope of appeals under Education Law §3012C of the following subjects:

(1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

(2) the adherence to the Commissioner's regulations as applicable to such reviews;

(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(4) the school district's issuance and/or implementation of the terms of a Principal improvement plan under Education Law §3012-c;

A Principal 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.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A Principal 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 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.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing not later than 10 calendar days of the date when the Principal receives his/her annual professional performance review. If a Principal is challenging the issuance of a principal improvement plan, an appeal must be filed within 10 calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right of appeal and the appeal shall be deemed abandoned.

When filing an appeal, the Principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 10 calendar days from the date upon which the Principal filed his or her appeal. The appeal shall be based on a written record, comprised of the Principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the Principal's appeal. If the appeal is sustained, the review may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the Principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a Principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance of judicial procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

V. *Data Management*

Uniondale will work with Nassau BOCES and the SED to develop a process that aligns its Student Information System (Power School), TEACH, and other data systems to ensure that the SED receives timely and accurate principal, course, and student "linkage" data, as well as a process for principal and principal verification of the courses and/or student rosters assigned to them.

Uniondale will work with Nassau BOCES and the SED to develop a process that aligns its data systems for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

Uniondale will ensure that all state testing materials are placed in a safe/vault and access to these materials will be restricted. All state test booklets will be stored in a secure location under lock and key. All state test booklets, both used and unused, all scoring keys and rating guides, and all student answer papers will be secured during the entire test administration and make-up period designated by the SED so that assessments are not disseminated to students before administration. Training for scoring of all state exams and actual scoring of all exams are supervised by district administrators.

APPENDIX A

FORMS

PRINCIPAL IMPROVEMENT PLAN (PIP)

CAREER LEVEL	**STATUS**	**Fall Conference Date:**
Non-Tenured	1st Year Probationary	
Tenured	2nd Year Probationary	**Mid-Year Conference Date:**
Interim	3rd Year Probationary	
Other		**End of Year Conference Date:**

> The NYS Commissioner's Regulation (30-2.10) requires that any principal with an annual professional performance review rated as Developing or Ineffective shall receive a Principal Improvement Plan. A PIP shall be developed in consultation with the principal and union representation shall be afforded at the principal's request. A PIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the principal, administrator and mentor (if one has been assigned), and a union representative (if requested by the principal) shall meet to assess the effectiveness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Principal: Tenure Area: Years of Service:
Supervisor:
School: Position:

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

Diagnosis and Planning	**Priority Management and Communication**
Curriculum and Data	
Supervision, Evaluation and Professional Development	**Discipline and Family Involvement**
Management and External Relations	

In the space below: a) list goals to address the components assessed as Developing or Ineffective; b) list differentiated activities to support the principal's improvement in the areas listed above;
c) describe the manner in which the improvement will be assessed; d) provide a timeline for achieving improvement.

Goals to address area(s) checked off above	Activities/resources to support improvement	How will the improvement be assessed?	Timeline

Principal's Signature   _____

Assistant Superintendent For
Curriculum and Instruction's Signature _____

Superintendent's Signature   _____

cc: Personnel File

Principal Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:
    A. Diagnosis and Planning
    B. Priority Management and Communication
    C. Curriculum and Data
    D. Supervision, Evaluation, and Professional Development
    E. Discipline and Parent Involvement
    F. Management and External Relations
The rubrics use a four-level rating scale with the following labels:
    4 – Highly Effective
    3 – Effective
    2 – Improvement Necessary
    1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs

A. Diagnosis and Planning

The principal:	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. **Team**	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. **Diagnosis**	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. **Gap**	Challenges colleagues by presenting the gap between current student data and a vision for college success.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. **Mission**	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. **Target**	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	Builds staff support for a 3-4-year student achievement target.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. **Theory**	Wins staff ownership for a robust, research-based theory of action for improving achievement.	Researches and writes a convincing theory of action for improving achievement.	Accepts colleagues' current notions of how student achievement is improved.	Says that hard work improves achievement – but shows doubts that progress can be made.
g. **Strategy**	Collaboratively crafts a lean, comprehensive, results-oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non-accountable strategic plan.	Recyles the previous year's cumbersome, non-accountable strategic plan.
h. **Support**	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.
i. **Enlisting**	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.	Manages resistance, low expectations, and fear of change.	Works on persuading resistant staff members to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
j. **Revision**	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

Overall rating:____ Comments:

B. Priority Management and Communication

The principal:	**4** **Highly Effective**	**3** **Effective**	**2** **Improvement Necessary**	**1** **Does Not Meet Standards**
a. **Planning**	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. **Communication**	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. **Outreach**	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. **Follow-Up**	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. **Expectations**	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
f. **Delegation**	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
g. **Meetings**	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. **Prevention**	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. **Efficiency**	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. **Balance**	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

Overall rating: _____ **Comments:**

C. Curriculum and Data

The principal:	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. **Expectations**	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	Refers teachers to district or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. **Baselines**	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. **Targets**	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. **Materials**	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. **Interims**	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. **Analysis**	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. **Causes**	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. **Follow-Up**	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.	Asks teams to follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. **Monitoring**	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. **Celebration**	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

Overall rating:_____ Comments:

D. Supervision, Evaluation, and Professional Development

The principal:	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. **Meetings**	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. **Ideas**	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. **Development**	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. **Empowerment**	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. **Support**	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. **Units**	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. **Evaluation**	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. **Criticism**	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. **Housecleaning**	Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	Counsels out or dismisses most ineffective teachers, following contractual requirements.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.
j. **Hiring**	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

Overall rating:_____ **Comments:**

E. Discipline and Family Involvement

The principal:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. **Expectations**	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. **Effectiveness**	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. **Celebration**	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
d. **Training**	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. **Support**	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. **Openness**	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. **Curriculum**	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. **Conferences**	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. **Communication**	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. **Safety-net**	Provides effective programs for all students with inadequate home support.	Provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

Overall rating:_____ Comments:

F. Management and External Relations

The principal:	4 **Highly Effective**	3 **Effective**	2 **Improvement Necessary**	1 **Does Not Meet Standards**
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
d. Custodians	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Overall rating:_____ Comments:

Evaluation Summary Page

Principal's name: _____ **School year:**_____

School: _____

Evaluator: _____ **Position: _____**

Ratings on Individual Rubrics:

A. Diagnosis and Planning:
   Highly Effective   Effective   Developing   Ineffective

B. Priority Management and Communication:
   Highly Effective   Effective   Developing   Ineffective

C. Curriculum and Data:
   Highly Effective   Effective   Developing   Ineffective

D. Supervision, Evaluation, and Professional Development:
   Highly Effective   Effective   Developing   Ineffective

E. Discipline and Parent Involvement:
   Highly Effective   Effective   Developing   Ineffective

F. Management and External Relations:
   Highly Effective   Effective   Developing   Ineffective

OVERALL RATING:

Highly Effective   Effective   Developing   Ineffective

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: _____ **Date: _____**

Administrator's signature: _____ **Date: _____**

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Rubric to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion Score for Composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50
1.7		51
1.8		52
1.9		53
2		53
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

15 Point Conversion Chart

HEDI Points	Target or Percent Mastery Achieved; this can be used for growth or for achievement targets
	Ineffective (0% - 19%)
0	*0% to 5%*
1	*6% to 12%*
2	*13% to 19%*
	Developing (20% - 59%)
3	*20% to 27%*
4	*28% to35%*
5	*36% to 43%*
6	*44% to 51%*
7	*52% to 59%*
	Effective (60% - 91%)
8	*60% to 64%*
9	*65% to 69%*
10	*70% to 74%*
11	*75% to 79%*
12	*80% to 85%*
13	*86% to 91%*
	Highly Effective (92 – 100%)
14	*92% to 95%*
15	*96% to 100%*

20 Point Conversion Chart(Principals)

HEDI Points	Target or Percent Mastery Achieved; this can be used for growth or for achievement targets
	Ineffective (0% - 15%)
0	0% to 5%
1	6% to 10%
2	11% to 15%
	Developing (16% - 33%)
3	16% to 19%
4	20% to 22%
5	23% to 25%
6	26% to 28%
7	29% to 30%
8	31% to 33%
	Effective (34% - 75%)
9	34% to 39%
10	40% to 45%
11	46% to 51%
12	52% to 57%
13	58% to 61%
14	62% to 64%
15	65% to 67%
16	68% to 71%
17	72% to 75%
	Highly Effective (76% – 100%)
18	76% to 80%
19	81% to 85%
20	86% to 100%

GLOSSARY

Appeals Procedure
According to section 3012-c of Education Law, as added by Chapter 103 of the Laws of 2010, each school district and BOCES is required to establish an appeals procedure through collective bargaining under which the evaluated principal can challenge the substance of the APPR, the District's or BOCES' adherence to the standards and methodologies for such reviews, adherence to the Commissioner's regulations and locally negotiated procedures, and the issuance or implementation of a Principal Improvement Plan.

Approved Student Assessment
Approved student assessment means an assessment on the list of standardized student assessments approved by the Commissioner or a BOCES/District developed assessment for the locally selected measures subcomponent and/or the measures of student growth in non-tested subjects.

Approved Principal Practice Rubric
An approved principal practice rubric must broadly cover the New York State Teaching Standards and their related elements. The rubric must be grounded in research about teaching practice that supports positive student learning outcomes. Four performance rating categories – "Highly Effective," Effective," "Developing," and "Ineffective" – must be identified, or the rubric's summary ratings must be easily convertible to the four rating categories that New York State has adopted. The rubric must clearly define the expectations for each rating category. The "Highly Effective" and "Effective" rating categories must encourage excellence beyond a minimal acceptable level of effort or compliance.

The rubric shall be applicable to all grades and subjects; or if designed explicitly for specific grades and/or subjects, they will be approved only for use in the grades or subjects for which they are designed. It must use clear and precise language that facilitates common understanding among principals and administrators; it must be specifically designed to assess the classroom effectiveness of principals. To the extent possible, the rubric should rely on specific, discrete, observable, and/or measurable behaviors by students and principals in the classroom with direct evidence of student engagement and learning. The rubric must include descriptions of any specific training and implementation details that are required for the rubric to be effective.

Artifacts
Artifacts are samples of student or principal work that demonstrate knowledge, skills, and/or dispositions related to a standard or goal. A student artifact could be an essay that shows progression from draft to final copy. A principal artifact could be a lesson plan with annotation as to successes and areas to reexamine.

Assessment
Assessment refers to the process of gathering, describing, or quantifying information about individual's performance. Different types of assessment instruments include (but are not limited to) achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks, and authentic assessments.

Baseline Data
For purposes of measurement of student growth, baseline data is basic information gathered to provide a comparison for assessing individual student achievement at the beginning of instruction.

Building Principal
A principal is defined as an administrator in charge of an instructional program of a school district or BOCES.

Classroom Principal or Principal
A classroom principal is defined as a principal in the classroom teaching service as defined in Section 80-1.1, as the principal of record and exempts evening school principals of adults enrolled in nonacademic, vocational subjects, and supplemental school personnel. (Part 80-1.1 excludes pupil personnel services from the definition.)

Classroom Observations
Observation of classroom teaching practice by a trained evaluator/administrator is one measure of principal evaluation. To be a fair and valid assessment element, the observation requires a common standard and rubric of expectations for performance.

Co-Evaluator
A certified administrator under Part 80 who has authority, management, and instructional leadership responsibility for all or a portion of a school or instructional program in which there is more than one designated administrator.

Common Branch Subjects
Means common branch subjects as defined in 80-1.1 (any or all subjects usually included in the daily program of an elementary classroom).

Comparable Across Classrooms
Means that the same locally selected measures of student achievement or growth are used across a subject and/or grade level within the school district or BOCES.

Comparable Measures
Chapter 103 of the Laws of 2012 specifies student achievement will comprise 40 percent of principal evaluations. Initially, 20 percent will be based on student growth on State Assessments or "comparable measures." In subsequent years following Regents' approval of a Value-Added Model, 25 percent will be based on student growth on State Assessments or "comparable measures." Guidance on the definition of comparable measures may be obtained by examining the State Education Department's criteria for alternative assessments. New York State Education Commissioner's Regulations Part 100.2(f) (1)-(6), states: "With the approval of the commissioner, assessments which measure an equivalent level of knowledge and skill may be substituted for Regents examinations." Based on these criteria, examples of comparable measures are suggested below.

- Measure the State learning standards in the content area;
- Are as rigorous as State assessments;
- Are consistent with technical criteria for validity, reliability, and freedom from bias; and
- Administered and the results are interpreted by appropriately qualified school staff in accordance with described standards.

Composite Score of Principal Effectiveness
According to Part 30 of the Rules of the Board of Regents, a composite score of principal effectiveness means a score based on a 100-point scale that includes three subcomponents:
1. Student Growth – As measured on State assessments or other comparable measures, 0-20 points for the 2011-2012 school year and 0-25 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.

2. Student achievement – Based on locally selected measures, 0-20 points for the 2011-2012 school year and 0-15 points in subsequent years for those grades/subjects where a Value-Added Growth Model is approved by the Board of Regents.
3. Principal effectiveness – for the 2011-2012 school and all subsequent years, 0-60 points.

District-Based Mentoring

Section 100.2 (dd) of the Commissioner's Regulations requires that every school district and BOCES provide mentored experience for holders of initial teaching certificates. The goal of mentoring is to provide support for new principals in the classroom teaching service in order to ease the transition from principal preparation to practice, thereby increasing retention of principals in the public schools and to increase the skill of new principals in order to improve student achievement in accordance with state learning standards. Mentoring programs should be developed and implemented consistent with any collective bargaining obligation negotiated under Article 14 of the Civil Service Law. The mentoring program must also be described in the district's Professional Development Plan (PDP). Participation in mentoring is a requirement for an individual to receive a professional certificate.

Evaluation

The measurement, comparison, and judgment of the value, quality, or worth of student's work and /or of their schools, principals, or a specific educational program based on valid evidence gathered through assessment.

Evaluator

An evaluator is an appropriately trained individual who conducts an evaluation of a classroom principal or building principal. Evaluators may include school administrators, principals, outside evaluators, and principal peer reviewers.

Evidence

Evidence includes concrete proof or examples that document student learning or principal effectiveness and/or improvement. Evidence may be included as part of a portfolio or summarized in a report.

Formative Assessment

Assessment questions, tools, and processes that are embedded in instruction and are used by principals and students to provide timely feedback for purposes of adjusting instruction to improve learning are considered formative assessments. Formative assessment is used primarily to determine what students have learned in order to plan further instruction. By contrast, an examination used primarily to document students' achievement at the end of a unit or course is considered a summative test.

Formative Evaluation

A formative evaluation provides a principal with feedback on how to improve their teaching practice to advance student learning. It is a critical component of career professional growth. Data from formative evaluation also can identify specific professional development opportunities for principals that will facilitate student learning (e.g., instructional techniques that meet the needs of diverse learners, effective classroom management strategies, and the use of student assessments).

Growth Model

Means to measure the change in the performance of students on specified assessments over time - A key question in the design of a growth system is to determine how "academic progress" over time is to be measured and how much growth is "enough." New York will adopt the use of the Common Core State Standards and the resulting assessments as they become available, and the growth system will be aligned concurrently.

Inter-Rater Reliability
The extent to which two or more individuals (coders or raters) agree – Inter-rater reliability addresses the consistency of the implementation of a rating system. Ongoing training for all evaluators on the use of a principal evaluation tool or protocol is one way to ensure continuous inter-rater reliability.

Lead Evaluator
The primary individual responsible for conducting and completing an evaluation of a classroom of building principal is the lead evaluator. To the extent practicable, the building principal or his or her designee will be the lead evaluator of a classroom principal.

Mentor
An experienced, skilled principal who helps or coaches primarily beginning principals to strengthen their instructional and pedagogical skills - In New York State, the mentor's role is confidential and non-evaluative, unless the negotiated collective bargaining agreement states otherwise. Ideally, a mentor will have certification and expertise in the same content area as the person being mentored. Generally, mentors and mentees may be located in the same building.

Multiple Measures
The array of different assessments and evaluation tools used to obtain evidence of a principal's knowledge, skills, and dispositions – The purpose of a measure or set of measures is to provide "strong and convincing" evidence of an individual's performance in a way that results in professional growth and improved student learning.

Portfolio Assessment
A collection of work, which when subjected to objective analysis, becomes an assessment tool – This occurs when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about student learning (CCSS)).

Portfolio of Principal Work/Evidence Binder
A collection if items, exhibits, and artifacts intended to show a principal's or student's accomplishments and abilities, including an increase in knowledge and skill - Principal portfolios when used as a method of evaluation, involve goal-setting, collection of artifacts, self-reflection, and self-reporting.

Professional Development
A comprehensive, sustained, and intensive approach to improving principals' effectiveness in raising student achievement - Professional development promotes collective responsibility for improved student performance and comprises professional learning that:

- Is aligned with rigorous State students' learning standards;
- Is conducted among educators at the school and facilitated by well-prepared professional development coaches, mentors, master principals, or other principal leaders;
- Is ongoing and engages educators in a continuous cycle of improvement

Professional development may be provided through courses, workshops, seminars, technology, networks of content-area specialists and other education organizations and associations.

Quality Rating Categories/Criteria

The performance of principals evaluated on or after July 1, 2012, will be rated as one of the following categories based on a single composite effectiveness score:

- **Highly Effective** means a principal is performing at a higher level than typically expected based on the evaluation criteria prescribed in regulations, including but not limited to acceptable rates of student growth.
- **Effective** means a principal is performing at the level typically expected based on the evaluation criteria prescribed in the regulations, including but not limited to acceptable rates of student growth.
- **Developing** means a principal is not performing at the level typically expected and the reviewer determines that the principal needs to make improvements based on the evaluation criteria prescribed in the regulations, including but not limited to, less than acceptable rates of student growth.
- **Ineffective** refers to a principal whose performance is unacceptable based on the evaluation criteria prescribed in the regulations, including but not limited to, unacceptable or minimal rates of student growth.

Reliability

An estimate of how closely the results of a test would match if the tests were given repeatedly to the same student under the same conditions (and there was no practice effect). Reliability is a measure of consistency.

Rigorous

Means that locally selected measures are aligned to the New York State Learning Standards and to the extent practicable are valid and reliable as defined by the Testing Standards.

Rubric

Describes a set of rules, guidelines, or benchmarks at different levels of performance or prescribed descriptors for use in quantifying measures of program attributes and performance (adapted from Western Michigan University Evaluation Center).
Rubrics:
- Promote learning by giving clear performance targets based on agreed-upon learning goals.
- Are used to make subjective judgments about work or status more objective through clearly articulated criteria for performance.
- Can be used to understand next steps in learning or how to improve programs (adapted from CCSSO).

Rubric to Evaluate Principal Effectiveness

Describes performance for each criteria at the level of effectiveness: "Highly Effective," "Effective," "Developing," and "Ineffective."

Standardized Tests

Tests that are administered and scored under uniform (standardized) conditions

Student Achievement

As defined by federal policy, student growth is the change in student achievement for an individual student between two or more points in time. Student achievement in the tested grades and subjects means: (1) a student's score on the State's assessments required under the federal Elementary and Secondary Education Act (ESEA); and, as appropriate, (2) other measures of student achievement such as those described for the non-tested grades and subjects, provided they are rigorous and comparable across classrooms.

Student Growth
Student growth is the change in student achievement for an individual student between two or more points in time. A state may also include other measures that are rigorous and comparable across classrooms.

Student Growth Percentile Score
A statistical calculation that compares student achievement on state assessments or comparable measures to similar students

Summative Assessment
A test given to evaluate and document what students have learned at the end of a period of instruction - The term is used to distinguish such tests from formative tests, which are used primarily to diagnose what students have learned in order to plan further instruction.

Summative Evaluation for Principals
Assessment of whether a standard has been met – It can be used for tenure decisions, intensive assistance decisions, dismissal decisions, career path decisions and compensation decisions.

Teaching Standards
Establish a framework and definition of specific expectations for what principals should know and be able to do

Teaching Standards:
- Provide a clear definition of effective instructional practice;
- Define principal competencies and describe what principals should know and be able to do
- Promote student learning;
- Serve as the base for principal evaluation; and
- Inform professional learning and development.

Principal Improvement Plan (PIP)
On or after July 1, 2011, Chapter `103 of the Laws of 2010 requires a principal receiving a rating of "developing" or "ineffective" to receive a Principal Improvement Plan. The PIP must be developed and implemented no later than 10 days after the date on which principals are required to include, but is not limited to, identification of the needed area of improvement, a timeline for achieving improvement and the manner in which improvement will be assessed. Where appropriate, the PIP should also differentiate activities to support a principal's or principal's improvement in those areas. The PIP is to be developed locally through negotiations and consistent with regulations of the commissioner

Validity
Means that scores obtained from an instrument (test) represent what they are intended to represent. Validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores. For example, if a test is designed to measure achievement, then scores from the test really do represent various levels of achievement.

Value-Added Growth Score
The result of a statistical model that incorporates a student's academic history and other demographics and characteristics, school characteristics and/or principal characteristics to isolate statistically the effect on student growth from those characteristics not in the principal's or principal's control.

Value-Added Model
Aims to estimate fairly a principal's contribution to achievement growth of his/her students
The model compares class-wide achievement growth to expected growth.

Statistical adjustments account for what each student brings to the classroom:
- Student's previous achievement
- Other student factors such as poverty, attendance, special education status, etc. In principal, it is the fairest way to use student achievement in principal evaluation (Gill).

Weighting
Determining principal effectiveness requires that the evidence of multiple measures – classroom observations, parent surveys, student test scores, and other evidence of student learning – be incorporated in a single composite score. In calculating the composite score, all evidence may not have equal value or significance to the specific purpose(s) of the evaluation. Weighting refers to assigning different levels of value to the evidence obtained by classroom observations, parent and student surveys, and to student work.