

Otsego Northern Catskills BOCES

Annual Professional Performance Review (APPR) Plan Education Law 3012-d Teachers and Principals

APPR Summary and Narrative Outline for Education Law 3012-d

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Table of Contents

Title	Page
Introduction.....	3
Implementation	3
Standards for Evaluation.....	3
Teacher Evaluation (Teaching Standards)	3
Principal Evaluation (ISSLC Standards)	4
Teacher and Principal Effectiveness.....	5
Timely Provision of Feedback	10
Data Linkage.....	11
Professional Development and Teacher Improvement Plans	11
Evaluator Training	11
Procedural Violation Claim Review	
Appeals	12

Tables

Table 1 - Annual Professional Performance Review Subcomponents Defined	5
Table 2 - APPR Subcomponent Scoring Ranges	7
Table 3 – Overall Evaluation Rating Matrix for Teachers / Principals	7
Table 4 - NYSED Student Learning Objective Template	8
Table 5 - Example Calculation Formula of a Teacher/Principal with Multiple SLOs	9

Appendices

Appendix A - New York State Teaching Standards	15
Appendix B - Interstate School Leaders Licensure Consortium (ISLLC) Standards.....	24
Appendix C – SLO Determinations for Itinerant Teachers and Teachers of Small “N” Sizes	31
Appendix D - Composite Score Worksheet for Teachers and Principals.....	32
Appendix E - Teacher Improvement Plan (TIP).....	33
Appendix F - Principal Improvement Plan (PIP).....	35

APPR Summary and Outline Narrative for Education Law 3012-d

Introduction

It is the responsibility of the governing body of each school district and BOCES to ensure that the performance of all teachers and principals providing instructional services or pupil personnel services is reviewed annually. On May 28, 2010, the Governor signed Chapter 103 of the Laws of 2010, which added a new section 3012-c to Education Law, establishing a comprehensive evaluation system for classroom teachers and building principals.

On April 13, 2015, the Governor signed Chapter 56 of the Laws of 2015, which added a new section 3012-d to Education Law, establishing a new evaluation system for classroom teachers and building principals. Education Law 3012-d specifies changes to Education Law 3012-c, as well as delineating new requirements for the Annual Professional Performance Review (APPR) for teachers and principals.

The District Superintendent, in collaboration with the ONC BOCES Teachers' Association and the ONC BOCES Administrators' Association, developed this APPR plan in accordance with Chapter 56 of the Laws of 2015. Collective bargaining occurred as specified by regulation. Once approved by the Board of Education, the plan will be filed in the district office and posted to the district website.

This Summary and Narrative Outline is intended to provide an overview of the APPR process and procedures negotiated between the District Superintendent and the Teachers' and Principals' Associations. The APPR document approved by the New York State Education Department (NYSED) provides detail information about the APPR process and procedures. The NYSED approved APPR document is posted on the ONC BOCES web-site.

Implementation

1. The information contained within this document, referred to as the ONC BOCES Annual Professional Development Plan (APPR), was developed in accordance with Education Law 3012-d and Subpart 30-3 of the Rules of the Board of Regents.
2. The intent of this plan is to facilitate improvement of instructional practices; support teacher and principal development; and promote learner-centered schools.
3. The parties agree to use the NYSUT rubric (2014) for the teachers and the Multi-Dimensional Rubric for the principals approved by the New York State Education Department.

Standards for Evaluation

Performance evaluations for teachers and principals are based upon established professional standards. The New York State Teaching Standards and the Interstate School Leaders Licensure Consortium (ISLLC) Standards are the basis for the ONC BOCES APPR evaluations. Below, general information is provided for each set of standards.

Teacher Evaluation - New York Teaching Standards

The professional performance review plan for teachers is based on the *New York State Teaching Standards*. These, therefore, are the criteria that will be used to evaluate teachers:

1. Knowledge of Students and Student Learning: Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
2. Knowledge of Content and Instructional Planning: Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
3. Instructional Practice: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
4. Learning Environment: Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
5. Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
6. Professional Responsibilities and Collaboration: Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
7. Professional Growth: Teachers set informed goals and strive for continuous professional growth.

Additional information about the New York State Teaching Standards, including learning standards indicators, can be found in Appendix A.

Principal Evaluation - Interstate School Leaders Licensure Consortium (ISLLC) Standards

The ISLLC Standards have been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997).

Below, the six ISSLC Standards are listed to provide an overview of the evaluation elements included in the APPR. Additional information, such as the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard, is outlined in Appendix B, Interstate School Leaders Licensure Consortium (ISLLC) Standards.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Teacher and Principal Effectiveness

Annual professional performance reviews differentiate teacher and principal effectiveness using an overall evaluation rating matrix. The overall evaluation rating matrix uses two subcomponent evaluation measures, student performance and classroom observations for teachers or school visits for principals. These are outlined in Table 1 below.

When used in concert, these two measures are applied to rate teachers and principals as highly effective, effective, developing, or ineffective (HEDI). Table 1, Annual Professional Performance Review Subcomponents Defined, provides general definitions to describe each HEDI rating level for each subcomponent category.

Table 1: Annual Professional Performance Review Subcomponents Defined

Teacher and Principal – HEDI Subcomponents Defined		
Level	Student Performance	Observation /School Visit
	50%	50%
H	Results are well-above State average for similar students (or district goals if no State test).	Overall performance and results exceed standards.
E	Results meet State average for similar students (or district goals if no State test).	Overall performance and results meet standards.
D	Results are below State average for similar students (or district goals if no State test).	Overall performance and results need improvement in order to meet standards.
I	Results are well-below State average for similar students (or district goals if no State test).	Overall performance and results are well below standards

Table Key: H = Highly Effective, E = Effective, D = Developing, I = Ineffective

Below, the standards and criteria utilized in determining subcomponent ratings for teachers and principals are described separately.

Teacher Evaluation Requirements Defined: APPR, 3012-d, requires teachers to be evaluated using two categories, student performance and teacher classroom observation. Each category will comprise 50% of the overall APPR HEDI designation.

1. Student Performance: For teachers whose courses end in a State created or administered test for which there is a state-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teachers shall have a State-provided growth score based on such model.

For teachers whose course does not end in a State created or administered test or where fewer than 50% of the teacher's students are covered under the State-provided growth measure, such teachers shall have a Student Learning Objective (SLO) consistent with a goal setting process, as defined in Table 7; provided that for any teacher whose course ends in a State created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

ONC BOCES will not be using the optional subcomponent of supplemental assessments for student performance as defined by Education Law 3012-d.

2. Teacher Observations: Teachers will be observed one time by their principal or immediate supervisor. This observation will constitute 80% of this portion of the observation measure. Teachers will also be observed by an independent evaluator. This observation will constitute the remaining 20% of the observation measure.

ONC BOCES will not be using the optional peer evaluation for observations as defined by Education Law 3012-d.

Principal Evaluation Requirements Defined: APPR, 3012-d, requires principals to be evaluated based on two categories, student performance and school visits. Each category will comprise 50% of the overall APPR HEDI designation.

1. Student Performance: For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based upon such model.

For principals where fewer than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO.

ONC BOCES will not be using the optional subcomponent of supplemental assessments for student performance as defined by Education Law 3012-d.

2. School Visits: Principals will be observed one time, through a school visit, by their immediate supervisor. This will constitute 90% of the school visit measure. An independent evaluator will also conduct a school visit. This will constitute the other 10% of the school visit measure.

APPR Subcomponent Score Ranges: Each overall evaluation rating subcomponent, student performance and classroom observations/ school visits, has a different scoring range. Table 2, APPR Subcomponent Scoring Ranges, below provides information about each scoring range.

Table 2: APPR Subcomponent Scoring Ranges

Level	Student Performance Scale of 0-20	Classroom Observation/ School Visit Scale of 0 – 4.0	
		Min.	Max.
Highly Effective	18-20	3.5	4.0
Effective	15-17	2.50	3.49
Developing	13-14	1.50	2.49
Ineffective	0-12	0	1.49

Overall Rating Matrix: Shown in Table 2 below, the Overall Evaluation Rating Matrix is used to determine the overall evaluation rating for teachers and principals. Each subcomponent rating is applied to the matrix. The intersection between each subcomponent rating will determine the overall rating. For example, if a teacher or principal receives an “Effective” rating in the Student Performance subcomponent and a “Developing” rating in their classroom observations/schools visits subcomponent, they will receive an overall evaluation of “Effective.”

A worksheet is provided to calculate a teacher’s/principal’s overall HEDI Rating. It can be found in Appendix D, Composite Rating Worksheet for Teachers and Principal.

Table 3: Overall Evaluation Rating Matrix for Teachers / Principals

		Classroom Observation (Teachers) / School Visit (Principals)			
	HEDI Scale	Highly Effective	Effective	Developing	Ineffective
Student Performance	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	D	D	I	I

Table 1 Note: It was agreed by the negotiating parties that the second optional sub-component for the student performance aspect of the teacher APPR rating would not be used. Accordingly, the asterisks included in the NYSED overall model were removed.

Student Performance Subcomponent Defined (50%): The student performance subcomponent will be determined through as state provided growth score or through a comparable measure of student growth using student learning objectives (SLOs).

State Provided Measure of Student Growth – Fifty percent (50%) of a teacher’s or principal’s rating is based on student growth on State assessments. Student growth means

the change in student achievement for an individual student between two or more points in time. Student growth percentile score shall mean the result of a statistical model that calculates each student's change in achievement between two or more points in time on State assessment data that are provided by NYSED. NYSED will also provide the number of points (out of the possible 20) which makes up the student performance subcomponent.

The NYSED will assign a score of 0-20 points for Grades 4 – 8 ELA and math teachers, which will contribute to the educator’s overall rating using the standards and scoring ranges for this subcomponent as prescribed in regulation.

Student Learning Objectives (SLO) – For teachers where there is no State-provided measure of student growth, “comparable measures” are the State-determined District-wide growth goal-setting process. SLOs are the state determined method. Each SLO will be built around one of the following three assessment options, used as the evidence of student learning:

1. List of State-approved 3rd party, State, or Regents-equivalent assessment;
2. BOCES-developed State-approved assessments;
3. BOCES-wide, group, or team results based on State assessments.

For further information about determining which teachers and/or principals who will receive state-provided growth scores and rating or be required to develop and implement SLOs, please refer to the “Blue Memo,” located on the EngageNY.org, <https://www.engageny.org/resource/appr-3012-d>.

Exceptions have been made for both Itinerants and teachers of courses with small “n” sizes. See Appendix “C” for more information.

Table 4, NYSED Student Learning Objective Template, provides information and guidance about the components of SLOs. Each teacher/principal needing to develop and implement SLOs is required to utilize each component of the SLO template.

Table 4: NYSED Student Learning Objective Template

Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional	What is the instructional period covered (if not a year, rationale for semester / quarter /

Time	etc.)?																				
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.																				
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?																				
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period? Minimum 55 / 65																				
HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?																				
	Highly Effective			Effective			Developing		Ineffective												
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	97	93	90	85	80	75	67	60	55	49	44	39	34	29	25	21	17	13	9	5	0
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	100	96	92	89	84	79	74	66	59	54	48	43	38	33	28	24	20	16	12	8	4
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.																				

Table 5 below provides an example of a teacher that needs to develop and implement SLOs as a means to satisfy the Student Growth on State Assessments or Other Comparable Measures portion of the APPR, where a state-provided growth score is not provided.

Table 5: Example Calculation Formula of a Teacher/Principal with Multiple SLOs

Sample Teacher/Principal with three (3) SLOs			
	SLO 1	SLO 2	SLO 3
	30 Students	25 Students	20 Students
Step 1 Assess the results of each SLO separately	17/20 points Effective	15/20 points Effective	19/20 points Highly Effective
Step 2 Weight each SLO proportionally	30 students / 75 total students = 40% overall	25 students / 75 total students = 33% overall	20 students / 75 total students = 27% overall
Step 3 Calculate proportional points for each SLO	17 points x 40% = 7 points	15 points x 33% = 5 points	19 points x 27% = 5 points

Step 4 Add each of the SLO points in step 3 together to obtain the Overall Growth Component Score (round to the nearest whole number; $\geq .5$ rounds up and $< .5$ rounds down)

In this example the points earned equals 17, an Effective Rating for this sub-component

For further information about SLOs, see SLO Resources at EngageNY.org:
<https://www.engageny.org/resource/student-learning-objectives>

Assessment Dissemination and Scoring for SLOs - Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' work if the results of the assessments will factor into their evaluation.

Classroom Observations/School Visit Subcomponents (50%): The 2014 NYSUT Rubric will be used to evaluate the NYS Teaching Standards to generate a teacher effectiveness rating for the classroom observations subcomponent. Principals will be evaluated using the Multi-Dimensional Principals Performance Rubric. Only observable standards are required to be observed at least once each year. Any additional standards can be addressed through professional conversations without structured review of artifacts.

Teacher and principal evaluation rubrics are comprised of sets of elements. Each element has indicators that will be assessed as either:

1. Ineffective = 0 or 1 point;
2. Developing = 2 points;
3. Effective = 3 points; or
4. Highly Effective = 4 points.

All scored elements will be weighted equally and averaged to derive a rating from 0-4. The ratings will be applied to the HEDI scale as outlined the classroom observation/school visit subcomponent in Table 2, APPR Subcomponent Scoring Ranges.

Timely Provision of Feedback

At least two observations/school visits will be conducted for each teacher and principal respectively. One observation/school visit will be announced with a pre- and post-observation discussion, and one observation/school visit will be unannounced with a post-observation discussion. The post-observation meeting will occur within ten school days of the observation.

The summative evaluation, including overall effectiveness rating, will be presented by the principal (lead evaluator)/immediate supervisor and discussed with the teacher/principal during a summative evaluation meeting by the last day of attendance for the teacher, unless SED fails to provide the teacher growth score in a timely manner. In this case, the overall rating will be presented no later September 1 of the following school year. The teacher and evaluator will discuss ratings and next steps for professional growth.

Data Linkage

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

Professional Development and Teacher / Principal Improvement Plans (TIP / PIP)

If a teacher or principal's performance is evaluated as "ineffective" or "developing", the supervisor shall be required to develop a professional improvement plan in consultation with the staff member. The TIP form for teachers can be found in Appendix E; the PIP for principals can be found in Appendix F. The Plan will be shared with the teacher or principal and implemented by October 1 of the start of the school year within which the Plan will be applied. The Plan shall include, but not be limited to, an identification of the areas in need of improvement, a timeline for achieving improvement, suggestions for improvement, support to be provided, and measurable outcomes to be evaluated.

The plan will describe the professional learning activities that the educator must complete. These activities will be connected to the areas needing improvement. The artifacts that the teacher or principal must produce can serve as benchmarks of their improvement. They can also serve as evidence for the final stage of their improvement plan. Evidence/artifacts could include, but not be limited to, such items as lessons, student work, or unit plans. The supervisor will state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher or principal should meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher or principal.

Evaluator Training

The ONC BOCES Board of Education will ensure that all evaluators, including impartial and independent evaluators, have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize ONC BOCES Network Team 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 and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart;
4. Application and use of the teacher or principal rubric(s), 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;
6. Application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district 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 to evaluate a teacher or principal under the Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and the application and use of the evaluation matrix(es) prescribed by the commissioners for the four designated rating categories used for the teachers' or principal's overall rating and their category ratings;
9. Specific considerations in evaluating teachers and principals 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. All administrators conducting observations of staff will be trained in evidence-based-observations to ensure inter-rater reliability.

Procedural Violation Claim Review

Procedural violations include violations of any locally negotiated procedures applicable to annual professional performance reviews or improvement plans and the districts issuance and/or implementation of the teacher improvement plan under Education Law 3012-d.

1. **A claim** of an alleged procedural violation shall be brought in a meeting with the evaluator or lead evaluator within seven (7) school days of such alleged procedural violation.
2. If the teacher is not satisfied with the response of the evaluator or lead evaluator, the teacher may bring the procedural violation concern in writing to the Inquiry Team within seven (7) school days of the date of the meeting with the evaluator or lead evaluator. The Inquiry Team will meet with the teacher within seven (7) school days after receiving the letter outlining the alleged procedural violation and shall issue a written response within seven (7) school days after the meeting with the teacher.
3. If the teacher is not satisfied with the response of the Inquiry Team, the teacher may bring the procedural review to the Superintendent in writing within seven (7) school days of the Inquiry Team decision.
4. The Superintendent or designee shall provide a written response to the teacher within seven (7) school days of the receipt of the procedural review. If the teacher is not satisfied with the written response of the Superintendent, the teacher may **present the**

claim to the Board of Education by submitting **said claim** in writing to the Clerk of the Board within five (5) school days of receipt of the Superintendent's decision.

5. Once the **claim** is received by the Clerk of the Board of Education, Stage 3 – Board of Education grievance procedures as outlined in the Teachers' Collective Bargaining Agreement will commence. This will include Stage 4 – Binding Arbitration if necessary.
6. The failure to file a procedural violation **claim** review within these timeframes shall be deemed a waiver of the right to a procedural violation **claim** and the **said claim** shall be deemed abandoned.

Appeals

Appeals of an APPR shall be limited to only those teachers/principals that receive a rating of ineffective or developing.

What may be challenged in an appeal: The scope of appeals under Education law 3012-d shall be limited to the following subjects:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d;
3. The adherence to the Commissioner's Regulations, as applicable to such review;
4. The BOCES issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law 3012-d

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

Burden of proof: In appeal, the teacher or principal has the burden of demonstrating a clear and legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for filing substantive appeal: All substantive appeals must be submitted in writing no later than fourteen (14) calendar days of the date when the teacher or principal receives his/her annual professional performance review. If a teacher or principal is challenging the issuance of an improvement plan, appeals must be filed within fourteen (14) calendar days of the issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Substantive appeal process: When filing an appeal, the teacher 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. After receiving a teacher or principal appeal, the

superintendent or designee will convene a hearing within twenty one (21) calendar days of the receipt of the appeal.

The presence of the appellant and the evaluator(s) are requested on the day of the hearing. If the person making the appeal chooses not to be present, the appeal moves directly to the decision of the superintendent.

Decision-maker on appeal: A decision shall be rendered by the superintendent of schools or the superintendent's designee within (7) calendar days except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal at their next regularly scheduled Board of Education meeting. A decision shall be rendered by the appointee within (7) calendar days of the Board of Education Meeting.

Decision: A written decision based on the merits of the appeal shall be rendered by the superintendent or his/her designee no later than fourteen (14) days after the conclusion of the hearing.

The appeal shall be based on the written record, submitted to the superintendent, comprised of the teacher or principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision by the superintendent shall be final and binding and shall not be subject to further appeal under the collective bargaining agreement or in any administrative or judicial forum.

Nothing in this APPR Plan shall abrogate the rights of ONC BOCES, its Board of Education and Superintendent of Schools to discontinue the employment of a probationary teacher in accordance with Education Law §§3012 and 3031 or the collective bargaining agreement, as applicable, or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher, and/or to deny tenure.

Exclusivity of section 3012-d appeal procedure: The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all substantive challenges and substantive appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures, or to any other administrative or judicial forum, for the resolution of substantive challenges and substantive appeals related to a professional performance review and/or improvement plan.

Appendix A: New York State Teaching Standards

The New York State Teaching Standards - January 11, 2011

Standard I: Knowledge of Students and Student Learning - Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2: Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning - Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2: Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice - Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3: Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5: Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment - Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

Element IV.4: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning - Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1: Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

Element V.2:

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.

- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3: Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4: Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5: Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration - Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1: Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

Element VI.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

Element VI.3: Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Element VI.4: Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

Element VI.5: Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

Standard VII: Professional Growth - Teachers set informed goals and strive for continuous professional growth.

Element VII.1:

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2: Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

Element VII.3: Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

Element VII.4: Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

Appendix B: Interstate School Leaders Licensure Consortium (ISLLC) Standards

ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have recently been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership (Van Meter & Murphy, 1997). The Program in Educational Leadership uses the ISLLC standards as a requirement for the student's [Learning Portfolio](#).

There are six standards. Each standard is followed by the *Knowledge* required for the standard, the *Dispositions* or attitudes manifest by the accomplishment of the standard, and *Performances* that could be observed by an administrator who is accomplished in the standard.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge - The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions - The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances - The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated

- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge - The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions - The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life-long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances - The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect

- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life-long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge - The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions - The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes

- a safe environment

Performances - The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge - The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions - The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community

- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances - The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge - The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions - The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process

- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances - The administrator facilitates processes and engages in activities ensuring that:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge - The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions - The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances - The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the
- environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local state, and
- federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Appendix C: Appendix C: SLO Determinations for Itinerant Teachers and Teachers of Small “N” Sizes

Itinerant Teachers

It has been determined that all itinerant teachers employed by ONC BOCES, are the teacher of records for courses, and provide instruction to students in our region will follow the districts’ or BOCES’s APPR Plans in which they teach.

As it is indicated in the APPR Guidance, all teachers must have state provided growth scores or comparable SLO measures that cover 50% or more of the student population starting with their largest courses. Therefore, whatever courses make up the itinerant teacher’s 50% will be used to determine which district or BOCES APPR Plan is used.

Appropriately, if an itinerant teacher’s 50% is comprised of multiple courses, the scores for each course will be applied and weighted to arrive at the correct HEDI rating for the Student Performance category.

In the case that a district’s APPR plan does not link “all other courses” to a school wide measure, they will be included in the ONC BOCES APPR Plan linked to the NOCTI or CNY Consortium assessments as indicated in section 2.10 “All Other Courses.”

Transient Populations and Small “N” Size

ONC BOCES provides services to a high number of transient students that directly impact class sizes in both the special education and alternate education programs. These programs often have class rosters of less than eight students at any one time, and historically, student enrollment changes multiple times throughout the school year due to the transient nature of our students or change in student needs. According to page 36 in the SLO Guidance, “district/BOCES will need to determine, in rare instances, if they will calculate scores of certain courses with small ‘n’ sizes.”

As a result, the APPR Committee has determined that teachers of record in either of the mentioned programs have rosters of students that change frequently and/or have less than eight student scores at the end of the interval of instruction, will no longer use their teacher specific SLO’s. Instead these teachers will be included in the BOCES-wide measures linked to the Regents Exams, NOCTI Assessments or CNY CTE Consortium tests.

This determination aligns with section D98 of the APPR Guidance document that states, “In cases where the changeover is so significant that it is impossible to set even shorter-term SLOs, districts may wish to consider having all applicable teachers use a district- or BOCES-wide...measure based on State Regents assessments or other State-approved assessments.”

Appendix D: Composite Rating Worksheet for Teachers and Principals

- Write the teacher/principal subcomponent scores next to the corresponding range for student performance and classroom observation/school visit scales.

APPR Subcomponent Scoring Ranges

Level	Student Performance Scale of 0-20	Teacher / Principal Rating	Classroom Observation / School Visit Scale of 0 – 4.0		Teacher / Principal Rating
			Min.	Max.	
Highly Effective	18-20		3.5	4.0	
Effective	15-17		2.50	3.49	
Developing	13-14		1.50	2.49	
Ineffective	0-12		0	1.49	

- Circle HEDI level designations below (white section) for each corresponding subcomponent level as identified above.

Overall Evaluation Rating Matrix for Teachers / Principals

		Classroom Observation (Teachers) / School Visit (Principals)			
	HEDI Scale	Highly Effective	Effective	Developing	Ineffective
Student Performance	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	D	D	I	I

- Find the cell (shaded area) that equates to the intersection of each subcomponent rating designation. Identify in which scoring range the overall rating falls to determine a final effectiveness rating, and select the corresponding rating below:

___ Highly Effective ___ Effective ___ Developing ___ Ineffective

Effectiveness rating: _____

Teacher/Principal: _____ Date: _____

Evaluator: _____ Date: _____

Appendix E: Teacher Improvement Plan

ONC BOCES Teacher Improvement Plan

Name: _____

Position: _____ Date: _____

Administrator(s): _____

1. Identify specific areas of deficiency related to one or more Indicators of Success.
2. List specific measurable goals for improving each deficiency listed above.
3. Identify professional development and/or activities necessary to accomplish the goals. Include the person(s) responsible, teacher and/or administrator, for each activity.
4. Identify a timeline for completion of each goal in the Improvement Plan. Include target dates for intermediate checkpoint meetings.
5. Identify the evidence that will be used to evaluate growth and improvement of the identified deficiencies / areas of growth.

Proposed Checkpoint Meeting Log

Administrator and teacher will develop and list a proposed checkpoint meeting schedule to review the TIP. As checkpoint meetings occur, the administrator and teacher will provide a summary of discussions and, if appropriate, evidence collected.

Teacher's Signature Date

Administrator's Signature Date

Teacher Representative or Witness Signature Date

or Teacher's Signature Waiving Representation Date

Other District Representative Date

Amendments to the Teacher Improvement Plan

Should the TIP need to be amended, whether a result of an unsatisfactory rating of the completion of the TIP or the teacher and their principal / lead evaluator's decision to modify the TIP to better serve and actuate the teacher's performance improvement, the teacher and principal / lead evaluator will stipulate the amendments and provide signatures to same below.

Teacher's Signature	Date
---------------------	------

Administrator's Signature	Date
---------------------------	------

Teacher Representative or Witness Signature	Date
---	------

or Teacher's Signature Waiving Representation	Date
---	------

Other District Representative	Date
-------------------------------	------

TIP Completion - Level at which the teacher has completed the Improvement Plan.

Satisfactory Unsatisfactory (TIP will be adjusted and continued)

Comments:

Teacher's Signature	Date
---------------------	------

Administrator's Signature	Date
---------------------------	------

Teacher Representative or Witness Signature	Date
---	------

or Teacher's Signature Waiving Representation	Date
---	------

Other District Representative	Date
-------------------------------	------

Appendix F: Principal Improvement Plan

ONC BOCES Principal Improvement Plan

Name: _____

Position: _____ Date: _____

Supervisor(s): _____

1. Identify specific areas of deficiency related to one or more ISLLC Standards.
2. List specific measurable goals for improving each deficiency listed above.
3. Identify professional development and/or activities necessary to accomplish the goals. Include the person(s) responsible, principal and/or supervisor, for each activity.
4. Identify a timeline for completion of each goal in the Improvement Plan. Include target dates for intermediate checkpoint meetings.
5. Identify the evidence that will be used to evaluate growth and improvement for the identified deficiencies / areas of growth.

Proposed Checkpoint Meeting Log

Supervisor and principal will develop and list a proposed checkpoint meeting schedule to review the PIP. As checkpoint meetings occur, the principal and supervisor will provide a summary of discussions and, if appropriate, evidence collected.

Principal's Signature Date

Supervisor's Signature Date

Principal Representative or Witness Signature Date

or Principal's Signature Waiving Representation Date

Other District Representative Date

Amendments to the Principal Improvement Plan

Should the PIP need to be amended, whether a result of an unsatisfactory rating of the completion of the PIP or the supervisor teacher and their principal / lead evaluator's decision to modify the PIP to better serve and actuate the principal's performance improvement, the principal and supervisor will stipulate the amendments and provide signatures to same below.

Principal's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Principal Representative or Witness Signature _____ Date _____

or Principal's Signature Waiving Representation _____ Date _____

Other District Representative _____

PIP Completion - Level at which the principal has completed the improvement plan.

Satisfactory Unsatisfactory (PIP will be adjusted and continued)

Comments:

Principal's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Principal Representative or Witness Signature _____ Date _____

or Principal's Signature Waiving Representation _____ Date _____

Other District Representative _____