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PUTNAM VALLEY CENTRAL SCHOOL DISTRICT

Annual Professional Performance Review

**Classroom Teachers
and
Building Principals**

PLAN ADOPTED BY THE BOARD OF EDUCATION

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INTRODUCTION

The Board of Education of the Putnam Valley Central School District (the "District"), in public session at its meeting of Thursday, September 8, 2011, adopts this Annual Professional Performance Review Plan (the "APPR Plan" or "Plan Document") for the 2011-2012 school year through June 30, 2012 pursuant to the requirements of New York State Education Law §3012-c and accompanying regulations of the Board of Regents and the Commissioner of Education.

Annual Professional Performance Review ("APPR") supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators' strengths as well as their weaknesses and an opportunity for growth as an educator.

This APPR system will be a significant factor in all employment decisions¹ including but not limited to:

- Retention
- Tenure Determination
- Termination
- Supplemental compensation
- Promotion
- Professional Development
- Coaching

Education Law §3012-c establishes new requirements for a comprehensive performance evaluation system for classroom teachers and building principals to be phased in commencing with the 2011-2012 school year. In the 2011-2012 school year, the law only applies to classroom teachers of the common branch subjects, English Language Arts (ELA) and Mathematics in Grades 4-8 and the building principals of schools in which such teachers are employed. The APPR for all other teachers and principals will remain unchanged during the 2011-2012 school year. Those teachers and principals will be covered by the new system in the 2012-2013 school year.

The District will work with all available resources to assist in designing and implementing these new systems. Any items required to be included in the APPR Plan but not yet finalized due to collective negotiations are specifically identified.

¹ Procedure to be negotiated.

PART I
TRAINING OF EVALUATORS

The District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with Putnam Northern Westchester BOCES or through an approved NYSED vendor. Training will be conducted by Putnam Northern Westchester BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model.

Timing

For the 2011-2012 school year all lead evaluators shall be appropriately trained and certified by October or November 2011. For the 2011-2012 school year all other evaluators shall be appropriately trained and certified by November 30, 2011. For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment.

Re-Certification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

PART II **DATA MANAGEMENT**

The District will work with the NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

Ensuring Accurate Teacher and Student Data

The District shall ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course and teacher/student linkage data necessary to comply with the Regulations of the Board of Regents and Commissioner of Education by providing such data in a format and timeline prescribed by the Commissioner.

The District’s student data system records now identify teacher assignments and student enrollment and attendance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 (described below). The NYSED *APPR Guidance* provides the following guidance when reporting data for the 2011-2012 school year relating to Teacher of Record:

“For courses included in the 2011-12 school year collection (grades 3-8 ELA and mathematics, grade 4/8 science, and secondary-level courses associated with a Regents exam), the Teachers of Record are those teachers who are primarily and directly responsible for a student’s learning activities that are aligned to the performance measures of the course consistent with guidelines prescribed by the Commissioner.”
(*APPR Guidance, L5*)

The District collects data on student enrollment, attendance, and achievement on Statewide assessments utilizing the Chancery student management system (SMS). The Information System Manager is directly responsible for maintaining the SMS and transferring data to and from the Lower Hudson Regional Information Center (LHRIC) and NYSED Data Warehouse systems (SIRS) including, but not limited to, file formatting, data collection, import/exports of data, meeting timelines and regulations as outlined by both the LHRIC and the NYSED.

The NYSED’s *APPR Guidance* and field memos relating to the Student Information Repository System (SIRS) will provide detailed guidance related to the collection and reporting of data, including student-teacher linkage and student attendance. The District will continue to monitor data and develop additional processes, as needed and consistent with NYSED reporting requirements, to verify that the data submitted to the State are complete and accurate. The NYSED advises that it will provide roster verification reports to assist in this process (see *APPR Guidance, L4*). The NYSED also will provide guidelines for the use of student-teacher instructional weighting and student exclusion flags (see *APPR Guidance, L8*).

Verification: The District's student data system identifies teacher assignments and student enrollment and attendance. The District has obtained the NYSED statewide unique identifier for certain certified individuals employed by the District through "TEACH". This information has or will be entered into the District's data system and will be extracted from the District's system and reported to SIRS in accordance with NYSED guidance. The District will verify assignments of classroom teachers of common branch subjects, ELA and Mathematics Grades 4-8 through quarterly grade report verifications by both teachers and administrators.

Reporting Individual Subcomponent Scores: The District will report to the NYSED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the Commissioner. The District will develop a process for timely and accurate extraction of such data and will use SIRS data reporting extracts protocols for reporting these data to NYSED. Total Composite Effectiveness Scores will not be reported until data on student achievement on state assessments is transmitted to the District.

Development, Security and Scoring of Assessments: The District shall ensure the development, security and scoring processes of all assessments and/or measures used to evaluate teachers and principals under this section are not disseminated to students before administration and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

Development: The District will work with the Curriculum Advisory Council, Professional Development Committee, administrators and local Associations to determine decisions about local measures of student achievement; teacher and principal practice rubrics; any other instruments (such as surveys, self-assessments, portfolios); and the scoring methodology for the assignment of points to locally selected measures of student achievement and other measures of teacher or principal effectiveness.

Security: The District will secure all assessments at the building level consistent with NYSED guidelines prior to, during, and after administration of all required NYSED assessments to ensure that these assessments are not disseminated to students before administration. In addition, both testing and scoring protocols will be consistently adhered to ensure that teachers or principals do not have a vested interest in the outcome of the assessments they score. Assessment proctors will have access to test administration protocols prior to test administration as prescribed by NYSED, without compromising the security or integrity of the assessment.

Arrival of Materials: When the test materials arrive at the building, the building testing coordinator and principal carefully check, count and inventory the testing materials to ensure that the proper number of tests have been received. The contents of each box are checked against the shipping notice and the school's copy of the order form. All shrink-wrapped materials remain intact until the day of testing. All test materials are stored in a locked safe or vault.

Prior to Testing: Prior to the administration time period, a review of the test administration procedures is conducted with all faculty and staff that will be involved in the test administration and scoring. Classrooms are prepared for testing as described in the NYS Testing

Administrator's Manual. Alternate locations and additional proctors are organized for students who require testing accommodations.

On the Day of the Testing: Thirty minutes prior to the testing administration time, the teachers and proctors pick up, count and sign out the test materials. Tests are administered in a time frame consistent with State and local requirements, to ensure test security and so that students can do their best. A class roster is completed on the day of testing to account for students who are absent and require a make-up test. When tests are complete, all testing materials are collected and counted by the classroom teacher. Completed testing materials are recounted, bound appropriately and kept in a secure location.

Once All Testing is Complete: Once the testing administration period is completed, all tests are securely inventoried and packed by the building administrator. Make-up sessions are conducted within the allotted time frame, and tests are kept in a secured, locked location. Once all testing is complete, the test boxes are sealed, returned to the district office for scoring if appropriate, and then properly organized for the return to the testing center.

Scoring: The District will ensure that all assessments are scored in the manner as prescribed by the assessment. Teachers or principals will not have a vested interest in the outcome of assessments they score, i.e. teachers will score out of grade level.

PART III
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
GRADES 4-8 COMMON BRANCH TEACHERS AND BUILDING PRINCIPALS
2011-2012 SCHOOL YEAR

Teachers

For the 2011-2012 school year, this APPR Plan will apply only to classroom common branch, teachers who teach ELA or mathematics in grades 4-8 and at least 50% of the teacher's students must be in grades 4-8 ELA or mathematics. The performance of other teachers within the District will be evaluated in accord with the District's pre-existing Annual Professional Performance Review Plan developed and maintained pursuant to §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria

1. State Assessments² (20%)
2. Locally-Selected Measures (20%): The State list and other measures are under review and subject to negotiations as described in §3012-c of the Education Law. It is expected that these measures will be selected by October 2011.
3. Other (60%): The 60% of performance measures will be negotiated between the District and the union, such as the following: classroom observations (directly or by videotape), evidence of student development and review of portfolios and/or binders; evidence of teacher effective relationships with communities; evidence teacher strives to meet professional growth goals. Negotiations regarding these matters are expected to be concluded by September 2011.

Composite Rating System

The rating system shall define the overall categories of performance as follows:

[The Scoring Band ranges will be determined by the State]

- Highly Effective
- Effective
- Developing
- Ineffective

Rubric/Formula of Summative Evaluation

Danielson's Framework for Teaching (2011 Revised Edition).

² Baseline for state assessments will be the 2010-2011 school year.

Teacher Development [Subject to negotiations]

- Coaching
- Induction Support
- Differentiated Professional Development

Principals

For the 2011-2012 school year, this APPR Plan will apply only to Principals in buildings where classroom common branch teachers teach ELA or mathematics to students in grades 4-8 comprise at least 30+% of the building. The performance of all other principals within the District will be evaluated with the District's pre-existing Annual Professional Performance Review Plan. The Union, if any, will be consulted about §100.2(o) of the Regulations of the Commissioner of Education. Nothing in this APPR Plan will be construed to abrogate any conflicting provisions of any collective bargaining agreements continuously in effect on July 1, 2010 through the present until a successor collective bargaining agreement is negotiated.

Annual Professional Performance Criteria:

1. State Assessments³ (20%)
2. Locally-Selected Measures (20%)
3. SED Approved Principal Evaluation Rubric (60%) – The Reeves Leadership Performance Matrix, the Multi-dimensional Principal Performance Rubric and the Discovery Assessment VAL-ED Framework are under review and a selection will be made imminently.

Rating System: The rating system shall define the overall categories of performance as follows:

[The Scoring Band ranges will be determined by the State]

- Highly Effective
- Effective
- Developing
- Ineffective

Rubric/Formula of Summative Evaluation

The Reeves Leadership Performance Matrix, the Multi-dimensional Principal Performance Rubric and the Discovery Assessment VAL-ED Framework are under review and a selection will be made imminently.

Principal Development

[Procedure to be negotiated]

³ Baseline for state assessments will be the 2010-2011 school year.

PART IV
TEACHER IMPROVEMENT PLAN

If a teacher is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

Process

[Process for developing a TIP shall be negotiated]

Contents: Each TIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each TIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

PRINCIPAL IMPROVEMENT PLAN

If a principal is rated “developing” or “ineffective” the District shall develop and implement a Principal Improvement Plan (“PIP”).

Process

[Process for developing a PIP shall be negotiated]

Contents: Each PIP shall contain the following information:

- Identify Areas of Improvement
- Identify Timeline for Improvement
- Identify How Improvement will be Assessed
- Identify Differentiated Activities to Support Improvement
- {Additional Elements May Be Negotiated}

Timing

Each PIP shall be in place no later than ten (10) days after teachers are required to report to the District the next school year.

PART V
APPEALS

[The District's procedure for resolving appeals of annual professional performance reviews are pending the outcome of collective negotiations with the representative of the classroom teachers and principals of the District, respectively. Upon the successful completion of these negotiations, this APPR Plan will be amended to reflect the agreed-upon procedures.]

Basis

Teacher or Principal may only appeal an overall evaluation for one of the following reasons:

1. the substance of the APPR;
2. adherence to standards and methodologies;
3. adherence to the Commissioner's regulations;
4. adherence to negotiated procedures; or
5. the implementation of an improvement plan.

Probationary Teachers or Principals

The District retains its right with respect to probationers.

PART VI
MISCELLANEOUS

Required Certificates

The District shall include with this APPR Plan any certifications required by the Board of Regents regulations.

Filing and Publication of APPR Plan

This APPR Plan shall be adopted by the Board of Education, filed in the office of the District, and shall be made available to the public on the District's website by September 10, 2011, or within ten days after its adoption, whichever shall later occur.

Monitoring

The District agrees to collaborate with the NYSED regarding any concerns and/or monitoring of the District regarding evaluation implementation.

MEMORANDUM OF AGREEMENT- Save Harmless

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District" and THE PUTNAM VALLEY FEDERATION OF TEACHERS ASSOCIATION, hereinafter referred to as "the PVFT";

1. **Save Harmless-** the District agrees to save harmless any teacher who receives an overall rating of Ineffective or Developing during the 2011-12 school years or any tenured member who receives an overall composite effectiveness score of Ineffective in the 2012-13 school year provided that the member received a Developing rating or higher on the 60% Teacher practice rubric in the 2012-13 school year. It further agrees that in the case of a tenured teacher, such rating shall not be made a part of the member's permanent personnel file and that the District shall not use such ratings received during the above school years against the member to support a charge of ineffective teaching or performance in a 3020-disciplinary hearing against the member.

Tentative agreement by the Parties' Representatives:

	<u>5/3/12</u>		<u>5/3/12</u>
For the PVFT	Date	For the District	Date

SO AGREED, this 14 day of May 2012.

THE DISTRICT

By: Dr. Barbara Fuchs
Dr. Barbara Fuchs
Superintendent of Schools

THE ASSOCIATION

By: Gerard Carlin
Gerard Carlin
PVFT President

**SUPPLEMENTAL MEMORANDUM OF AGREEMENT –
Teacher Practice Rubric- 2012-13**

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter "The District" and THE PUTNAM VALLEY FEDERATION OF TEACHERS' hereinafter PVFT";

WHEREAS, the District and the PVFT have entered into negotiations pursuant to State Education Law §3012-c regarding annual professional performance reviews of classroom teachers and building principals, and the parties mutually agree to use the Danielson Framework for Teaching (2011 Revised Edition) as the rubric for all classroom teachers as defined in Part 30-2.2(d) of the Regents Rules for the 2012-13 school year.

In addition, the parties have mutually agreed to the following point allocations for the Local 60 Points in the Final Summative Evaluation for the 2012-13 school year for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules.

Danielson 2011 Revised Framework for Teaching	
	Points
PLANNING AND PREPARATION	
1a: Demonstrating Knowledge of Content and Pedagogy.	4
1b: Demonstrating Knowledge of Students.	2
1c: Setting Instructional Outcomes.	2
1d: Demonstrating Knowledge of Resources.	3
1e: Designing Coherent Instruction.	2
1f: Designing Student Assessments.	2
CLASSROOM MANAGEMENT	
2a: Creating an Environment of Respect and Rapport.	3
2b: Establishing A Culture for Learning.	3
2c: Managing Classroom Procedures.	3
2d: Managing Student Behavior.	3
2e: Organizing Physical Space.	2
INSTRUCTION	
3a. Communicating with Students.	3
3b. Using Questioning and Discussion Techniques.	4
3c. Engaging Students in Learning.	4
3d. Using Assessment in Instruction.	3
3e. Demonstrating Flexibility & Responsiveness.	3
PROFESSIONALISM	
4a. Reflecting on Teaching.	4
4b. Maintaining Accurate Records.	2
4c. Communicating with Families.	2
4d. Participating in a Professional Community.	2
4e. Growing and Developing Professionally.	2
4f. Showing Professionalism.	2

*ms 5/3/12
 5/3/12*

The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. If a sub-domain is worth 4 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 4 points
 - b. An "Effective" rating shall receive 3.5 points
 - c. A "Developing" rating shall receive 3 points
 - d. An "Ineffective" rating shall receive 0 points

2. If a sub-domain is worth 3 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 3 points
 - b. An "Effective" rating shall receive 2.5 points
 - c. A "Developing" rating shall receive 2 point
 - d. An "Ineffective" rating shall receive 0 points

3. If a sub-domain is worth 2 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 2 points
 - b. An "Effective" rating shall receive 1.75 points
 - c. A "Developing" rating shall receive 1.5 point
 - d. An "Ineffective" rating shall receive 0 points.

4. If a sub-domain is worth 1 point, then points will be designated as follows:
 - e. A "Highly Effective" rating shall receive 1 points
 - f. An "Effective" rating shall receive 0.5 points
 - g. A "Developing" rating shall receive 0.25 point
 - h. An "Ineffective" rating shall receive 0 points

WHEREAS, the parties further agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-13 school years:

Highly Effective	54-60
Effective	45-53
Developing	39- 44
Ineffective	0-38

Notwithstanding the above, the parties agree to reexamine the point distributions and HEDI Bands, and if desired, to make adjustments thereto at the at the end of the 2012-13 school year or before that date if there are changes to the State's composite scoring bands.

NOW, THEREFORE, the parties mutually agree to delineate the Local 60 Points and HEDI bands as described hereinabove for the 2012-13 school year for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules. These provisions shall be incorporated into the District's APPR plan document.

THE DISTRICT

By: *Dr. Barbara Judd*
 Date: *5/13/12*

THE PVFT

By: *MU*
 Date: *5/11/12*

(50) - 5/13/12

SUPPLEMENTAL MEMORANDUM OF AGREEMENT- Local 20% 2012-13

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District" and **THE PUTNAM VALLEY FEDERATION OF TEACHERS ASSOCIATION**, hereinafter referred to as "the PVFT";

WHEREAS, the parties have mutually agreed to the following charts for the Local 20% (measure (or 15% measure if Value Added Measure is implemented in 2012-13 school year), for teachers who are subject to the requirements of Education Law 3012- c and Part 30- 2 of the Commissioner's Regulations regarding APPR for teachers in the 2012-13 school year. This supplemental memorandum of agreement shall sunset effective close of business following the 2012-2013 school year.

1. For teachers of students in grades 3-8 Math and ELA, the teacher's score for the 20% local measure shall be based upon the percentage of students who, according to the below scale, show **any growth** on the locally selected measure (Acuity test), for the 2012-13 school year.
2. For teachers of students in grades 9-12, where there is a Regents Exam, a teacher's score for the 20% local measure of achievement shall be based upon the percentage of students, except those listed in # 5 below who, according to the below scale, **score a 65% or higher on the Regents Exam.**
3. For teachers of students in grades 9-12, where there is *no Regents Exam for the course/subject*, a teacher's score for the 20% local measure of achievement shall be based upon the percentage of students, **except those listed in # 5 below** who, according to the below scale, **score a 65% or higher on the locally developed SLO end test for that course or subject.** Teachers in grades 9-12 shall be responsible for developing their own individual pre- assessments and SLO end test for the courses/subjects that they teach in the courses with the largest number of students until 51% of their students are taking an assessment. **All assessments shall be subject to Administrative approval.**
4. For teachers of students in grades K-2, a teacher's score for the 20% local measure shall be based upon the percentage of students who, **except those listed in # 5 below** who , according to the below scale, achieve a **grade level benchmark (TBD) for their grade, K-2, based upon the SLO end test for that grade.** K-2 Grade level assessments shall be ~~developed by~~ *selected by* grade level teacher teams with District administrative approval. .
5. **Methodology for Adjustments to Assessments**
In order to fairly evaluate teachers based upon their students' performance on assessments, the State Education Department permits adjustments to be made to mitigate the circumstances of students with disabilities (SWD), English language learners (ELL), so long as no student is excluded.

The Achievement target score for SWD and ELL students shall be set at 5% greater than the growth target score for students in their growth band. Such target scores shall be based upon baseline SLO testing and historical data.

6. **Teacher's HEDI scores shall be calculated based upon the weighted blended average of all of their students identified in paragraphs 2 and 5 or 3 and 5 or 4 and 5 above, respectively.**

7. **If the average class attendance falls below 80% for the course/subject that is being assessed, the Evaluator shall add 2 points to the teacher's HEDI score after the weighted blended average HEDI score has been calculated. If the average class attendance falls below 90% but above 80% for the course/subject that is being assessed, the Evaluator shall add 1 point to the teacher's HEDI score after the weighted blended average HEDI score has been calculated.**

8. **Teachers whose scores are based upon more than one local assessment and/or Regents exam shall have their HEDI score determined by the average of their scores for the 20% local measures for each assessment or Regent exam they administer.**

9. **In the event that the State approves a Value Added Measure (VAM) for the 2012-13 S/Y, the local measure shall be based upon the attached 15 point HEDI scale.**

**Putnam Valley Central School District
Local 20 Measure of Student Growth or Achievement
(2012-13 School Year)**

% of students showing growth or achievement as described in paragraphs 1-6	Highly Effective	Effective	Developing	Ineffective
0-25				0
26-28				1
29-30				2
31-34			3	
35-37			4	
38-40			5	
41-43			6	
44-46			7	
47-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-67		14		
68-71		15		
72-75		16		
76-79		17		
80-84	18			
85-90	19			
91-100	20			

Putnam Valley Central School District
HEDI Bands – Local 15%
Measure of Student Growth or Achievement As stated in
paragraphs 1-6
(2012-13 School Year)

Rating	% Achieve	Overall Value
Highly Effective	91-100	15
Highly Effective	80-90	14
Effective	75- 79	13
Effective	69-74	12
Effective	62- 68	11
Effective	55- 61	10
Effective	48- 54	9
Effective	41- 47	8
Developing	38-40	7
Developing	35-37	6
Developing	33-34	5
Developing	31- 32	4
Developing	29- 30	3
Ineffective	20-28	2
Ineffective	10-19	1
Ineffective	0-9	0

The parties agree that the District may create separate graphics for the several measures of local growth and achievement as set forth in paragraphs 1-6 above when filing the APPR Plan Document for review by SED.

Tentative agreement by the Parties' Representatives:

For the PVFT

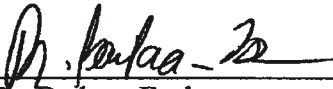
Date

For the District


Date

SO AGREED, this _____ day of August 2012.

THE DISTRICT

By: 
Dr. Barbara Fuchs
Superintendent of Schools

THE ASSOCIATION

By: 
Gerard Carlin
PVFT President

SUPPLEMENTAL MEMORANDUM OF AGREEMENT
**BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS and BOARD OF
EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT (the "District")
and the PUTNAM VALLEY FEDERATION OF TEACHERS' (the "PVFT");**

WHEREBY, the parties agree to add the following language to the APPR plan document and to replace the current observation language in Article VI (B) (2) of the parties Collective Bargaining Agreement with the following procedures. The procedures shall apply to the observation of all teachers subject to the requirements of 3012-c of the New York State Education Law and Part 30.2 of the Regents Rules starting in the 2012-13 school year.

Observation/Evaluation of Teachers

1. The purpose of observations/evaluations shall be to improve instruction. The Evaluator shall note areas of teacher strength and/or weakness on the Observation/Evaluation Form, or if required, in a formal TIP.
2. All faculty members shall be subject to two observations each year- an unannounced observation in the first half of the school year, and an announced observation in the second half of the school year.
3. Observations shall be the length of a classroom period in duration. If the Evaluator is not able to stay for the entire period, the teacher and the Evaluator shall mutually agree on an alternate date/time to complete the observation, or to redo if necessary. Absent extenuating circumstances, any "do over" observations shall be redone within one week.
4. For the announced observation, the teacher shall be notified at least a week in advance of the date of the observation. A pre-observation conference shall be held within two (2) school days preceding the observation and a post-observation conference shall take place within five (5) school days after the observation.
5. For the unannounced observation, the teacher shall be notified only that the same will take place within a period of thirty (30) calendar days. A post-observation conference shall take place within five (5) school days after the observation.
6. A post-observation Report shall be promptly issued to the teacher within two weeks after the post-observation conference has been held.
7. In determining whether a teacher shall be given a final rating of H, E, D, or I, on each the subcomponents of the for the observation portion of the 60% teacher practice rubric, the Evaluator shall use the highest rating observed/evaluated during the school year for that subcomponent.
8. The Evaluator shall discuss any subcomponents of the Teacher Practice Rubric that have not been assessed in the observations (CD Rubric -Domain 4) at an end-of year evaluation meeting. There shall be a presumption that the teacher is Effective in these

other non-observable subcomponents, and the teacher shall not be required to produce evidence/artifacts of performance unless the Evaluator has previously documented a concern and requested the collection of specific artifacts from the mutually agreed upon List of Suggested Artifacts.

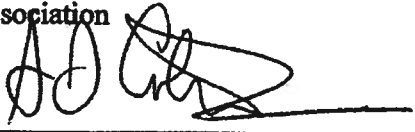
9. A member who disagrees with his/her Observation or end-of year Evaluation score and is eligible to appeal his/her rating under the Appeals procedure in the District's APPR plan, shall use such Appeal procedure to contest the score. Notwithstanding the above, if a classroom teacher believes that there has been a flagrant violation of these observation/evaluation procedures, he/she, through a union representative, may immediately appeal such matter to the Supt. of Schools for corrective action, which may include a "do-over" or declaring the teacher's score for the 60 point measure of teacher effectiveness null and void.
10. Either party shall have the right to re-open negotiations on these procedures annually.
11. A legend will be placed in the Observation section of the parties' Collective Bargaining Agreement that states that the provisions in the Agreement shall only apply to those unit members who are not subject to evaluation pursuant to 3012-c of the Education Law and part 30-2 of the Regents rules.

SO AGREED, this 12th day of July, 2012.

The District

By: 

The Association

By: 

MEMORANDUM OF AGREEMENT- Appeals procedure

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District" and THE PUTNAM VALLEY FEDERATION OF TEACHERS ASSOCIATION, hereinafter referred to as "the PVFT";

WHEREAS, the parties have mutually agreed to the following appeals process to be incorporated into the District's APPR Plan Document for teachers covered by education law § 3012-c and part 30-2 regents rules;

1. Appeals Process:

BN
None
↑
overall

A. Any teacher who receives an Ineffective rating or a tenured teacher who receives a Developing Rating or higher on the 60% Teacher practice rubric and receives an ~~Ineffective~~ rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in the event that the Superintendent or the Superintendent's administrative designee served as an evaluator or lead evaluator he or she shall not hear the appeal. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP as outlined below and in the TIP Appeals procedure.

BN
developing
none

Overall
BN

B. The appeal must be brought in writing, specifying the area(s) of concern, as prescribed in Section 3012-c of the Education Law as outlined below:

- 1) the substance of the annual professional performance review;
- 2) the District's adherence to the standards and methodologies required for such reviews;
- 3) the District's adherence to the regulations of the Commissioner and compliance with the procedure for conducting such evaluations;
- 4) the District's issuance and/or implementation of the terms of the TIP.

C. Upon receipt of the teacher's APPR overall composite score, and if requested by the member in writing, the District and/or Evaluator shall provide the member with copies of any and all documents (including any notes made by the Evaluator or other District Administrators) that the District used to support its rating(s) of Developing or Ineffective on the 60% teacher practice rubric or the 20 % locally selected measures of student achievement or growth, or if applicable, the adherence to the procedures or implementation of the TIP. Such information shall be provided to the member within five (5) business days of receipt of the request.

- D. An appeal of an APPR evaluation or rating pursuant to Section B 1, 2 or 3, must be commenced within fourteen business days from receipt of the documentation above or within fourteen days of the presentation of the final document to the teacher if no document request is made to the District.
- E. A TIP appeal pursuant to Section B 4 may be commenced within fourteen business days of either the issuance of the TIP or the completion of the TIP.
- F. Upon receipt of an Appeal, the Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations or other documents used to support the teacher's overall APPR evaluation or rating or TIP along with all other evidence submitted by the teacher and respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. Such decision shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all regards and shall not be subject to review by an arbitrator or court of law except as outlined below.
- G. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the member shall have the option of appealing such consecutive ratings to either the Superintendent of Schools as outlined above or to an Arbitrator mutually selected by the parties. The appeal to the Arbitrator shall be by paper submission of evidence to the Arbitrator and not a formal hearing. At the time of initiating the Appeal to the Arbitrator, the District and the tenured teacher shall mutually exchange all documentation that will be submitted to the Arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration.
2. The Arbitrator shall review the documentary evidence underlying the teacher's observations, evaluations and/or TIP, and any other evidence submitted prior to rendering a decision. The Arbitrator's decision shall be **made in a timely and expeditious manner and shall be final and binding on all parties**. However, in the event that the District subsequently files 3020-a Charges against the teacher based upon a pattern of ineffective teaching or performance, the underlying evidence used to support the two consecutive Ineffective ratings that constitute

the basis for the Charges shall be subject to a de novo review by the 3020-a hearing officer.

3. In the event that a member initiates an Appeal of an APPR evaluation or rating under this section, the District agrees that it will not use such rating as the basis for disciplinary charges against the member unless the Appeals Process has been concluded and the decision maker has determined that the Evaluator's rating must be sustained.

H. The provisions set forth above shall not be construed to alter or affect the rights of probationary teachers pursuant to § 3031 of the New York State Education Law.

Tentative agreement by the Parties' Representatives:

<u>M.A.</u>	<u>9/10/12</u>	<u>B. Carl</u>	<u>9/10/12</u>
For the PVFT	Date	For the District	Date

SO AGREED, this 10 day of Sept 2012.

THE DISTRICT

By: B. B. Fuchs
Dr. Barbara Fuchs
Superintendent of Schools

THE ASSOCIATION

By: M.A.
Gerard Carlin
PVFT President

SUPPLEMENTAL MEMORANDUM OF AGREEMENT- TIP Plan

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District" and THE PUTNAM VALLEY FEDERATION OF TEACHERS, hereinafter referred to as "the PVFT";

WHEREAS, the parties have mutually agreed to the following Teacher Improvement Plan process to be incorporated into the District's APPR Plan Document for teachers covered by education law § 3012-c and part 30-2 regents rules;

A. Teacher Improvement Plan

1. Upon receiving an overall rating of "developing" or "ineffective", a teacher shall be provided with a Teacher Improvement Plan ("TIP"). The TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year. The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall be developed in consultation with the teacher. The Association President shall be informed of the District's intent to provide a TIP to a teacher within ten (10) days of the teacher's "developing" or "ineffective" rating. Whenever a teacher is placed on a TIP and with the agreement of the teacher, the Association President shall be provided with a copy of the TIP. The member shall be entitled to have a PVFT representative at any meeting to discuss any aspect of the TIP.
2. A TIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement; (iv) the anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned); and (v) the appropriate differentiated activities to support improvement, which should be directly connected to the areas specified as needing improvement in the observation/ APPR evaluation; (vi) the professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

3. The length of a TIP for a probationer shall be a minimum of three (3) months in duration and the length of a TIP for a tenured faculty member shall be a minimum of five (5) months in duration. In no event shall a TIP go beyond the end of the school year. A TIP shall be written on the form annexed hereto as Appendix A. Such form shall be reviewed annually by the parties.
4. In the event that the administrator recommends coursework, any tuition costs or registration fees shall be borne by the District in their entirety.
5. If a member successfully appeals a Developing rating such that a TIP is no longer required under this section, the TIP shall be stopped immediately and any documents relative to the TIP shall be removed from the member's personnel file.
6. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented. The District may only introduce a TIP plan into evidence in a subsequent disciplinary hearing if it has not been modified or annulled in an Appeal.

SO AGREED, this 22nd day of October 2012.

THE DISTRICT

By: Dr. Barbara Fuchs
Dr. Barbara Fuchs
Superintendent of Schools

THE PVFT

By: Gerry Carlin
Gerry Carlin
PVFT President

Teacher Improvement Plan

PVCSD/PVFT

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, the PVCSD shall develop and commence implementation of a Teacher Improvement Plan (T.I.P) for such teacher no later than **10 SCHOOL** days after the opening of classes for the school year

The TIP plan below is intended to help teachers improve their professional performance and shall be created in respectful consultation with the teacher and any support individuals (i.e. mentor, union representative) requested by the teacher.

Teacher Improvement Plan

Teacher Name: _____ **School Building:** _____

Building Administrator/Supervisor: _____

TIP Creation Date: _____ **TIP Effective Date:** _____

Individuals Involved in Creation of Plan:

1. Identification of the specific areas of needed improvement (These areas should be directly connected to the areas specified as "developing or ineffective" in the observation/APPR evaluation).

a. specific performance goals:

b. specific expectations:

c. specific standards.

Teacher Improvement Plan
PVCSD/PVFT

2. Specific Domains/Subcomponents

What specific areas does the teacher require improvement? (Domains/Subcomponents)	What evidence/artifacts will demonstrate that the teacher has improved?

* 3. A reasonable timeline for accomplishing the improvement(s), with specific intermediate benchmarks and updates the teacher must make in order to achieve an "effective" rating:

4. A statement of what administrator will support the teacher, monitor progress, and provide periodic reviews of progress and goal achievement:

5. Improvement will be measured and monitored in the follow manner:

6. Identification of multiple resources to help the teacher, including, but not limited to: a) personal counselors, b) EAP, c) higher education institutions/in-service courses, d) reference to pedagogical writing based upon scientific research, e) PDP, f) BOCES, h) mentors and g) modeling by other educators/administrators.

* Reasonable timeline will be in compliance with Ed Law 3012-C and will be expeditious.

Teacher Improvement Plan

PVCSD/PVFT

7. Recommendation of differentiated activities, professional development, materials, courses/workshops, resources, and observations to support improvement:

8. The anticipated frequency and duration of meetings of the teacher, administrator and mentor (if assigned).

Teacher Statement:

"I have received this teacher improvement plan."

Teacher Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

PVFT Rep. Signature: _____

Date: _____

**HEDI CRITERIA FOR NON-LOCAL SLOs (BASED ON GROWTH)
2012 - 2013**

Highly Effective: 84% of students or more will meet or exceed their target goal on the summative assessment.

Effective: 70% - 83% of students will meet or exceed their target goal on the summative assessment.

Developing: 60% - 69% of students will meet or exceed their target goal on the summative assessment.

Ineffective: 59% of students or fewer will meet or exceed their target goal on the summative assessment.

	EFFECTIVE										DEVELOPING			INEFFECTIVE							
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
90-100%	87-89%	84-86%	83%	82%	81%	80%	79%	78-79%	76-77%	74-75%	72-73%	70-71%	68-69%	66-67%	64-65%	62-63%	61%	60%	56-59%	51-55%	0-50%

PUTNAM VALLEY CENTRAL SCHOOL DISTRICT

Annual Professional Performance Review

Building Principals

PLAN ADOPTED BY THE BOARD OF EDUCATION

SUPPLEMENTAL MEMORANDUM OF AGREEMENT

BM 10/11/12
Doc. #41/13

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter referred to as "The District" and PUTNAM VALLEY ADMINISTRATORS ASSOCIATION, hereinafter referred to as "The Association";

WHEREAS, the District and the Association have entered into negotiations and mutually selected the Multi-Dimensional Principal Performance Rubric (MPPR) to inform the Local 60% of the composite score as part of the evaluation initiative for the 2012-2013 school year and each school year thereafter in consideration of the implementation of New York State Education Law §3012-c and Part 30-2 of the Regents' Rules regarding annual professional performance reviews of building principals; and,

Annual Evaluation Points & Ratings

1. Local 60 Points – The parties mutually agree to delineate the Local 60 Points as contained in Appendix "A" attached hereto.
2. The HEDI Bands for Point Allocation for the 60 Points shall be as follows:

RATING	POINT RANGE
Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

3. Both the principal and the superintendent shall meet for an evaluation conference by no later than September 30th of the school year to review the MPPR rubric.

Local 20 Measure of Student Achievement

The parties agree that beginning July 1, 2012, principals shall be assessed using the same local assessments as teachers. Appendix "B" attached hereto. Each principal will design a Student Learning Objective (SLO) for his or her respective school. The SLO will be prepared and discussed at the evaluation conference as indicated in #3 above.

Principal Improvement Plan (See attachment A)

- A. The Principal Improvement Plan for a tenured principal who is rated ineffective or developing through an annual professional performance review (APPR) shall be collaboratively developed between the principal and the supervisor. In the case of disagreements, the decision of the supervisor shall be final. The plan shall be comprised of the following elements:

1. The area or areas in need of improvement, drawn from the evaluation criteria of this APPR;
2. The time limit for achieving improvement, that shall range between three (3) months and twelve (12) months.
3. A statement of differentiated activities to support improvement; and
4. The manner of assessment of improvement, defined by measurable and observable outcomes, that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable), and student progress based upon the measure as determined by the state and locally under this APPR (where applicable).
5. At the midpoint of the agreed-upon duration of the PIP, the Superintendent will confer with the principal to assess the intervention and the level of improvement. If the goals are met at the terminal date of the PIP, a written acknowledgement to that effect shall be signed by the superintendent of schools or his/her central office designee.
6. The Association president will be notified when the District notifies the principal of an ineffective or developing rating.

Appeals Process

- A. A principal who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the mutually agreed upon designee of the Superintendent of Schools, such as a Superintendent in a neighboring district, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification. The evaluation of the principal shall be done by duly trained and certified administrator(s) other than the Superintendent.
- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
- C. An appeal of an evaluation or a PIP must be commenced within fourteen days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.


- D. The Superintendent's designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within two weeks of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within two weeks of receipt of the Superintendent's designee's decision upon the appeal.
- E. The Superintendent shall make his or her decision in writing regarding the further appeal within two weeks of receipt on that appeal. The decision of the Superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.
- F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive "Ineffective" APPR evaluation ratings, the second tier appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan. In the event that the district then proceeds to a probable cause finding under section 3020-a of the education law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.
2. In order to take advantage of the procedure outlined in F(1) above, the principal must consent to the use of the arbitration panel should the district proceed to find probable cause under section 3020-a of the education law. If the administrator is unwilling to do so, the second tier appeal shall be heard by the superintendent.

NOW, THEREFORE, the parties agree that the elements contained within this Supplemental Memorandum of Agreement shall be incorporated into the District's 2012-13 APPR Plan Document. The rubric selection and the Local 20 Measure of Student Achievement set forth in this Supplemental Memorandum of Agreement shall sunset and become null and void in all regards after the APPR has been fully implemented for the 2012-13 school year for building principals covered pursuant to Education Law Section 3012-c and Part 30-2 of the Regents' Rules. The parties agree to commence negotiations regarding the successor rubric and local 20 measure no later than April 30, 2013. The parties may discuss the appeal process and PIP in subsequent negotiations, but these sections do not sunset.

SO AGREED, this 25th of October 2012

THE DISTRICT

By:


Dr. Barbara Fuchs
Superintendent of Schools

THE ASSOCIATION

By:


Edward J. Hallisey
Association President

APPENDIX A - Multidimensional Principal Performance Rubric

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	6.00
a. Culture	3.00
b. Sustainability	3.00
Domain 2: School Culture & Instructional Program	20.00
a. Culture	4.00
b. Instructional Program	4.00
c. Capacity Building	4.00
d. Sustainability	4.00
e. Strategic Planning Process	4.00
Domain 3: Safe, Efficient, Effective Learning Environment	20.00
a. Capacity Building	5.00
b. Culture	5.00
c. Sustainability	5.00
d. Instructional Program	5.00
Domain 4: Community	7.00
a. Strategic Planning Process: Inquiry	3.00
b. Culture	2.00
c. Sustainability	2.00
Domain 5: Integrity, Fairness, Ethics	5.00
a. Sustainability	2.50
b. Culture	2.50
Domain 6: Political, Social, Economic, Legal & Cultural Context	2.00
a. Sustainability	1.00
b. Culture	1.00
TOTAL POINTS	60.00

APPENDIX A – (Cont.)

DOMAINS AND ELEMENTS	Highly Effective	Effective	Developing	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	3.00	2.85	2.40	0.00
b. Sustainability	3.00	2.85	2.40	0.00
Domain 2: School Culture & Instructional Program				
a. Culture	4.00	3.80	3.20	0.00
b. Instructional Program	4.00	3.80	3.20	0.00
c. Capacity Building	4.00	3.80	3.20	0.00
d. Sustainability	4.00	3.80	3.20	0.00
e. Strategic Planning Process	4.00	3.80	3.20	0.00
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	5.00	4.80	4.00	0.00
b. Culture	5.00	4.80	4.00	0.00
c. Sustainability	5.00	4.80	4.00	0.00
d. Instructional Program	5.00	4.80	4.00	0.00
Domain 4: Community				
a. Strategic Planning Process: Inquiry	3.00	2.85	2.40	0.00
b. Culture	2.00	1.90	1.60	0.00
c. Sustainability	2.00	1.90	1.60	0.00
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2.50	2.40	2.00	0.00
b. Culture	2.50	2.40	2.00	0.00
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1.00	0.95	0.80	0.00
b. Culture	1.00	0.95	0.80	0.00
Total Possible Points	60.00	57.00	48.00	0.00

Rating	Point Range
Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

APPENDIX B – Local 20% HEDI

Rating	Percent – Target Met	Overall Value
Highly Effective	91-100	20
Highly Effective	85-90	19
Highly Effective	80-84	18
Effective	75-79	17
Effective	70-74	16
Effective	65-69	15
Effective	60-64	14
Effective	55-59	13
Effective	50-54	12
Effective	45-49	11
Effective	43-44	10
Effective	41-42	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

APPENDIX C

ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) Standards have been developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA).

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

APPENDIX C (Continued)

Performances (Continued)

- 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
- lifelong 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

APPENDIX C (Continued)

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
- lifelong 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

APPENDIX C (Continued)

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

APPENDIX C (Continued)

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

APPENDIX C (Continued)

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

APPENDIX C (Continued)

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 D (Sample)

Principal: _____ **School:** _____ **Date:** _____

MPPR-Multidimensional Professional Performance Review

<u>DOMAIN 1 – SHARED VISION OF LEARNING</u>				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
	H	E	D	I
A. Collaboratively develops and implements a shared vision and mission				
B. School vision and mission are linked to District goals				
C. School vision and mission are linked to school programs and policies				
D. Process and structure are in place for continuous improvement				
<u>Evidence:</u>				

<u>DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM</u>				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
	H	E	D	I
A. Promotes teaming and common planning to help teachers improve their teaching practice				
B. Develops a culture of collaboration, encouraging staff to work together				

B. Develops a culture of collaboration, encouraging staff to work together to improve learning				
C. Creates a learning environment that involves students in meaningful relevant learning connected to their experiences				
D. Creates a comprehensive, rigorous, and coherent curricular program				
E. Supervises instruction				
F. Minimizes disruption to instruction time				
G. Develops the instructional and leadership capacity of staff				
H. Promotes the use of the most effective technology				
I. Develops assessments to monitor student progress				
J. Gathers input to monitor and evaluate the impact of the instructional program				
Evidence:				

<u>DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT</u>				
An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.				
	H	E	D	I
A. Obtains, allocates, aligns and utilizes human, fiscal and technological resources				
B. Develops the capacity for distributed leadership				
C. Protects the welfare and safety of students and staff				
D. Monitors, evaluates, and revises management and operational systems				
D. Ensures teacher and organizational time is focused to support student learning				

Evidence:

DOMAIN 4 – COMMUNITY

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

	H	E	D	I
A. Collects and analyzes data and uses it to make related improvements				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				

Evidence:

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS

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

	H	E	D	I
A. Ensures a system of accountability for each student's academic and social success				
B. Considers and evaluates the potential moral and legal consequences of decision making				
C. Thoughtfully considers and upholds mandates to preserve the integrity of the school				
D. Models principles of self awareness, reflective practice, and ethical behavior				

E. Safeguards the values of democracy, equity, and diversity				
F. Promotes social justice and ensures that student needs inform all aspects of schooling				
Evidence:				

<u>DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT</u>				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
	H	E	D	I
A. Acts to influence local, district, state, and national decisions affecting student learning				
B. Assesses, analyzes, and anticipates trends in order to adapt leadership strategies				
C. Advocates for children, families, and caregivers				
Evidence:				

APPENDIX E

PRINCIPAL APPR EXAMPLES OF EVIDENCE/ARTIFACTS

Following is a list of mutually agreed upon documents that can be used throughout the evaluation process, including but not limited to, the creation of a portfolio and supporting evidence:

Standard 1: A school administrator is an education 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.

Examples of Evidence/Artifacts

- Building goals
- School Improvement Plan
- Grade level goals
- Conference day programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Faculty meeting agendas
- Staff memos
- Parent letters
- Administrative council meeting agendas
- Department, grade level and/or team meeting agendas
- Scheduled collaboration and common planning time
- Mission/vision statement posers
- Instructional data compiled for staff
- Board presentations
- Advisory committee meeting agendas
- End-of-year report
- School newsletter
- Parent and student communications
- School website
- Strategic plan
- Monthly reports
- School report card
- Parent meeting agendas
- Building-wide discipline plan
- Interscholastic academic eligibility policy
- Character education programs
- Guidance plan
- Student recognition programs
- Building tours
- Student orientation assemblies and lessons
- New entrant orientation program

APPENDIX E (Continued)

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 students learning and staff professional growth.

Examples of Evidence/Artifacts

- Recruiting, hiring, and retaining quality staff
- New teacher orientation and induction programs
- Staff development plan
- Staff development calendar
- Staff mentors programs
- Administrative orientation and induction programs
- New administrator mentor programs
- Staff recognition programs
- Teacher and administrator observations and evaluations
- Teacher observation schedule
- Tenure recommendations
- Recommendations for continued employment
- Supervision of teacher APPR plans
- Observation and evaluation of non-certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- Child study team meetings
- Motivational assemblies, speakers, and programs
- Planning and development plan and calendar
- Professional development program agendas and products
- Staff development plan and calendar
- Demonstration plans and lessons
- Provide teachers with opportunities to observe best practices
- Walk-through observation schedules
- Administrative council meeting agendas
- Faculty meeting agendas
- School climate surveys
- Administrative journal
- Administrative calendar
- Attend local, state and/or professional conferences
- Professional reading library for staff
- Supportive notes from staff or community
- Student recognition of academics and athletics
- Art and Music awards programs and competitions
- Honor society
- Student faculty communication committee
- Guidance plan and program
- Identification and placement of ELL and Students with Disabilities
- Annual review of Students with Disabilities
- Child Study Teams
- Student agenda book

APPENDIX E (Continued)

Standard 2 (continued)

- Registration procedures
- Character education programs
- Records management procedures
- College application process
- Class rankings
- Honor roll
- Commencement exercise
- Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- Interscholastic athletic programs
- Intramural athletic programs
- Extended day programs
- GED programs
- School newspaper
- Yearbooks
- Literary magazine
- Student media center
- School television and radio
- Student mentor program

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.

Examples of Evidence/Artifacts

- Master schedule
- Duty rosters
- Class rosters
- Staff memos
- Assessment preparation and planning
- Proctor schedules
- Administration, scoring and reporting of state assessments; Regents examinations, mid-term examinations, ACT SAT, IB, AP and NYSESLAT
- Analyses of data and application to instruction
- Transportation schedule and roster
- Class size reports
- Staffing projections
- Calendar planning
- Budget development (equipment, supplies, technology, textbooks, shared services, etc.)
- BEDS report
- VADIR report
- AIS programs

APPENDIX E (Continued)

Standard 3 (continued)

- Substitute coverage
- Cabinet meetings
- Administrative council meeting agendas
- General faculty and staff meeting agendas
- Department meeting agendas
- Grade level meeting agendas
- Team meeting agendas
- Faculty meeting agendas
- Monthly reports
- End-of-year report
- Building expectations/rules communicated and posted
- School safety and emergency plan
- Crisis management team meetings
- Phone log and email
- Fire inspection report and insurance audit
- School security plan
- School safety committee
- School attendance policy
- Staff memos
- Plant management walk-through
- Student orientation documents
- Regular meetings with maintenance staff
- Safety survey data
- Teacher handbook
- Substitute handbook
- Student agenda book
- New teacher orientation and induction program
- Teacher/administrator mentor program
- District Code of Conduct
- 3214 Due Process procedures
- Student disciplinary hearings
- Suspension reports
- Immunizations report
- School health report
- Infection prevention, letters, email, telephone
- Parent portal communication
- School report cards
- Open school nights
- Meet the teacher nights
- Parent teacher conference days
- Progress reports
- Report cards
- Bi-lingual communication
- Emergency telephone system
- Emergency website information

APPENDIX E (Continued)

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.

Examples of Evidence/Artifacts

- Parent advisory committee agendas
- PTSA and/or PTA meeting agendas and programs
- Sports booster club meeting agendas and programs
- Band parent organization meeting agendas and programs
- Shared decision making team meetings and products
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- Boy Scout and Girl Scout programs and recognition
- Fire department
- Family night programs
- Class parent and support programs
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- School health fairs
- School newsletter articles
- School website information
- Hispanic History Month
- Black History Month
- Women's History Month
- Veteran's History Month
- September 11th Heroes Day
- President's Day
- Thanksgiving and other culturally relevant civic celebrations
- Recognition and celebration of important cultural events of all stakeholders

APPENDIX E (Continued)

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.

Examples of Evidence/Artifacts

- Adherence to school conduct and discipline policy
- Attendance policy
- Student handbook policy and procedures
- Teacher handbook policy and procedures
- Interscholastic academic eligibility policy
- Child abuse and maltreatment prevention
- Bullying prevention programs
- Suicide prevention programs
- Sexual harassment prevention and reporting programs
- Timely notification of sex offenders
- Student recognition programs
- Character education recognition
- Academic awards
- Athletic awards
- Programs promoting tolerance and acceptance of all
- Character education assemblies and ongoing motivational programs
- Recognition and celebration of diversity
- Balanced team and/or class construction
- Multi-lingual school to parent communications
- Recognition and celebration of important cultural events of all stakeholders
- Public recognition of diversity in newsletters and websites
- Adherence to broad education policies

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.

Examples of Evidence/Artifacts

- Guide staff disaggregating data
- Log community resources
- Work with local civic organizations
- District curriculum committee
- Staff development surveys
- Community and student surveys
- Demographic and academic data collection and review
- Superintendent's administrative council
- Ad hoc committee participation
- Implement new Commissioner's regulations and guidelines
- Attend district budget planning session

ATTACHMENT A

Principal Improvement Plan
PVCSD / PVAA

Upon rating a principal as Developing or Ineffective through an annual professional performance review, the PVCSD shall develop and commence implementation of a Principal Improvement Plan (P.I.P.) for such principal no later than **10 SCHOOL** days after the opening of classes for the school year.

The P.I.P. plan below is intended to help principals improve their professional performance and shall be created in respectful consultation with the principal and any support individuals (i.e. mentor, union representative) requested by the principal.

Principal Improvement Plan

Principal's Name: _____ School Building: _____

PIP Creation Date: _____ PIP Effective Date: _____

Individuals Involved in Creation of Plan: _____

1. Identification of the specific areas of needed improvement (These areas should be directly connected to the areas specified as "developing or ineffective" in the observation/APPR evaluation).

- a. specific performance goals:

- b. specific expectations:

- c. specific standards:

ATTACHMENT A

**Principal Improvement Plan
PVCSD / PVAA**

2. Specific Domains/Subcomponents

What specific areas does the principal require improvement? (Domain/Subcomponents)	What evidence/artifacts will demonstrate that the principal has improved?

- * 3. A reasonable timeline for accomplishing the improvement(s), with specific intermediate benchmarks and updates the principal must make in order to achieve an “effective” rating:

- 4. A statement of what administrator will support the principal, monitor progress, and provide periodic reviews of progress and goal achievement:

- 5. Improvement will be measured and monitored in the follow manner:

- 6. Identification of multiple resources to help the principal, including, but not limited to: a) personal counselors, b) EAP, c) higher education institutions/in-service courses, d) reference to pedagogical writing based upon scientific research. E) PDF, f) BOCES, h) mentors, and g) modeling by other educators/administrators.

* Reasonable timeline will be in compliance with Ed Law 3012-C and will be expeditious.

ATTACHMENT A

**Principal Improvement Plan
PVCSD / PVAA**

7. Recommendation of differentiated activities, professional development, materials, courses/workshops, resources, and observations to support improvement:

8. The anticipated frequency and duration of meetings of the principal, administrator and mentor (if assigned).

Principal Statement:

"I have received this Principal Improvement Plan."

Principal Signature: _____ Date: _____

Supervisor Signature _____ Date: _____

PVAA Rep. Signature: _____ Date: _____