**[District Name]**

**Principal Annual Professional Performance Review**

The primary goal of the Annual Professional Performance Review (APPR) Plan is to foster a school culture of continuous professional reflection and growth which in turn promotes student achievement. The APPR will be used to foster ongoing professional growth and development, reflection, and refinement of professional practice for all faculty and staff in order to improve teaching and learning.

**APPR Process**

All principals will be evaluated annually using the process outlined in this document. Evaluations shall be conducted by the Superintendent or the principal’s supervisor.

According to Section 3012-c of Education Law (revised 5/2011), principals will be evaluated on a 100-point composite score, which incorporates multiple measures that will place principals in one of four categories: Highly Effective, Effective, Developing or Ineffective. The determination of the composite score shall be as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Categories | Overall Ratings | State Assessments | Locally Selected Assessments | Other Measures of Effectiveness |
| Highly Effective | 91-100 | 18-20 | 18-20 |  |
| Effective | 75-90 | 12-17 | 12-17 |  |
| Developing | 65-74 | 3-11 | 3-11 |  |
| Ineffective | 0-64 | 0-2 | 0-2 |  |

In the event principal receives an overall rating of “Developing” or “Ineffective,” the Superintendent will schedule a meeting to discuss the overall performance rating and begin development of a Principal Improvement Plan (PIP) as outlined in this document.

[**The district is currently in negotiations related to the development of Principal Improvement Plans. Upon completion of negotiations, this section will be updated.]**

**Orientation**

Each school year, evaluators will conduct a group orientation with all principals. At this orientation, each principal will receive a complete set of materials outlining the evaluation process and an explanation of the timeline and how performance will be measured. Each principal should become thoroughly familiar with the Principal Evaluation System, and all of the materials associated with it, including the selected principal rubric, definitions and forms.

**Other Measures of Effectiveness**

1. **Rubric Selection**

For the purposes of determining a score for this section, the District will utilize the Multidimensional Principal Practice Rubric (MPPR) developed by Learner Centered Initiatives, Inc. and approved by the NYS Education Department. The rubric can be located at <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/> and is attached to this document as Appendix \_\_\_\_.

1. **Determining Sub-Component Score**

Each principal will receive a score for this section out of 60 points. The process for determining the final score shall be a combination of site visits, document and artifact review and goal setting. The process for weighting the MPPR and determining the final sub-component score is attached as Appendix \_\_\_\_.

1. **Evaluation Cycle**
2. **Goal Setting-** Principals should have a knowledge and understanding of the District goals as well as the District mission and vision. This information, combined with the previous year’s data and teacher and administrator evaluations, will be used to establish individual goals and evaluative criteria for principals, as well as to establish new initiatives for all stakeholders.

At least one of the goals set by the principal will relate to the principal’s contribution to improving teacher effectiveness. Other goals shall address quantifiable and verifiable improvements in academic results or school learning environment resulting from the principal’s leadership and commitment to professional growth. The principals will meet with the Superintendent in August to review, refine, and approve the intended goals.

1. **Site Visit Process-** Superintendent will begin the process of evaluation through visits that consist of informal visits to all aspects of the educational environment including the school, both instructional and non-instructional spaces such as the cafeteria and classrooms. Visits can also encompass observation of faculty meetings, Student Support Teams, Grade level Meetings, Student Council activities, and other team or group meetings held within the district. These may be both adult and student lead activities. The superintendent may visit such events as extra-curricular activities and sporting events. To promote a comprehensive evaluation, visits will be frequent, regular, and may be unannounced or scheduled.

During each visit, documentation will be kept to

* Demonstrate attainment of both personal and district goals
* Document performance against the selected principal rubric

Constructive and timely feedback is recognized as an effective method to improve performance. To this end, feedback will be provided to the principal through conversations, notes, and e-mails. Note that more significant issues will be addresses in a formal and timely manner.

1. **Formative Mid-Year Evaluation-** The Superintendent will discuss and reviewgoals and complete a formative review of the principal evaluation rubric during this formal meeting. Principals will complete a self-assessment of their work on the same rubric and bring relevant supporting documentation to this meeting. The Superintendent and principal will collaboratively develop an action plan for the remainder of the year. Any standards not observed at this point will be discussed and addressed.
2. **Site Visit Process-** See Step #2.
3. **Final Evaluation** The Superintendent and principal will have a formal face to face meeting to discuss annual performance. The discussion will focus on the collaboratively set goals (See Step #1) and progress towards them. In addition to a review of the observational evidence collected during the site visits, the principal will bring to the meeting any documentation supporting (a) their progress towards goals and (b) their proficiency on the principal rubric. The Superintendent will complete the principal rubric and a summative score will be given.

A copy of the final evaluation will be provided to the principal within 10 days of the meeting, with an additional copy and supporting documentation placed in the personnel folder.

Forms related to the Evaluation Process for Other Measures of Effectiveness are located in Appendix \_\_\_\_.

**Student Growth on State Assessments**

For school year 2011-2012, 20 points of a principal’s composite effectiveness score shall be based on results of their students’ growth on state assessments compared to similarly achieving students. The State will select an expert provider through competitive bidding later in 2011 who will determine how to estimate student growth using the state’s existing assessment programs in these subjects and produce the resulting scores for each educator along with detailed reports that will provide clear and useful information to interpret the results.

The state will then assign a score of 0-20 points for this subcomponent, which

will contribute to the educator’s composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in the regulation.

If the Board of Regents approves the use of a “value-added model” for 2012-13

or later years, educators will receive from 0-25 points on their evaluations based

on their teacher or principal value-added (VA) score. As with the “growth score”,

the State plans to calculate, where possible, a student growth percentile for each

student comparing the progress each student makes each year on the applicable

State assessments to the progress of other students in that grade/subject with

similar past achievement on New York State assessments.

**Locally Selected Measures of Student Achievement**

Sections 3012-c(2)(e)(ii) and (f)(ii) require that a score of 0-20 be assigned and based upon other locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms in accordance with the Commissioner’s regulations.

**The district is currently in negotiations related to the procedures for selecting the local measures of student achievement, including the persons or committees charged with selection of the assessment measures and the determination of the determination of how the points will be assigned. Upon completion of negotiations, this section will be updated.**

**Appeal Process**

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

To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

**The district is currently in negotiations related to the appeal process. Upon completion of negotiations, this section will be updated.**