

# **DUTCHESS BOCES**

## **ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)**

CLASSROOM TEACHERS  
AND  
BUILDING PRINCIPALS

**2016-2017**

**DUTCHESS  CES**

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## **INTRODUCTION**

Pursuant to Section 3012-d of the New York Education Law, the APPR must be resolved in all collective bargaining agreements applicable to teachers entered into after July 1, 2010. The APPR Language as so negotiated will be, upon completion, attached to and part of the contract as an MOU. This attachment will not cause a re-opening of negotiations about any other part of the contract.

Education Law 3012-d requires that all classroom teachers and building principals will be evaluated under the terms of this agreement for 2016-2017 school year.

The parties agree to review the plan next year for modifications in the 2017 - 2018 school year.

## **TRAINING OF EVALUATORS**

Lead Evaluator training will be provided by the Dutchess BOCES Network Team certified trainers and will be based on the NYSED model for certification. The training process will include the NYSED required nine elements of training.

Dutchess BOCES will ensure that Lead Evaluators and Evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

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 BOCES based on the same model.

### **Timing**

All lead evaluators and evaluators shall be appropriately trained in evidenced based observation techniques prior to completing any summative evaluations. In addition, all evaluators shall be appropriately trained and certified in accordance with training as promulgated by the State Education Department.

### **Re-Certification and Updated Training**

The BOCES 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.

## **DATA MANAGEMENT**

The BOCES 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 BOCES 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 BOCES student data system records now identify teacher assignments and student enrollment and attendance. The BOCES will verify assignments of classroom teachers.

*Verification:* The BOCES student data system identifies teacher assignments and student enrollment and attendance. The BOCES has obtained the NYSED statewide unique identifier for certain certified individuals employed by the BOCES through “TEACH”. This information has or will be entered into the BOCES data system and will be extracted from the BOCES system and reported to SIRS in accordance with NYSED guidance. The BOCES 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 BOCES will report to the NYSED the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in the BOCES in a format and timeline prescribed by the Commissioner. The BOCES 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 BOCES.

*Development, Security and Scoring of Assessments:* The BOCES 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.

## **ANNUAL PROFESSIONAL PERFORMANCE REVIEW - SCHOOL YEAR**

### **TEACHERS**

This APPR Plan will apply to all classroom teachers covered by Education Law §3012-d.

Annual Professional Performance Criteria (SEE APPENDIX)

1. Original Required Student Performance Subcomponent (Teachers)
2. Transition Student Performance - Required (Teachers)
3. Other Measures of Teacher Effectiveness: Danielson Framework for Teaching (2007)

The Danielson Framework for Teaching (2007 Edition) has been negotiated as the rubric to be used to inform the the APPR composite score.

Each Domain within the Framework is weighted equally. In order to calculate the rubric score, each indicator (within each element) is averaged providing an "Element" score. Each element is then averaged in order to compute a "Domain" score. Finally, the "Domain" scores are averaged in order to determine an overall rubric score.

## **PRINCIPALS**

This APPR Plan will apply to all Building Principals.

Annual Professional Performance Criteria (SEE APPENDIX)

1. Original Required Student Performance Subcomponent (Principals)
2. Transition Student Performance - Required (Principals)
3. Other Measures of Principal Effectiveness– Multi-dimensional Principal Performance Rubric (MPPR).

Dutchess BOCES has chosen the Multidimensional Principal Practice Rubric (MPPR) as the Principal Practice Rubric.

Each Domain within the rubric is weighted equally. In order to calculate the rubric score each element will be averaged to determine a "Domain" score. All of the "Domain" scores will be averaged to determine an overall rubric score.

## **TEACHER IMPROVEMENT PLAN**

Upon rating a teacher as ineffective or developing, an improvement plan must be developed and commenced no later than ten (10) school days after the first day of the school year for teachers. The evaluator, in conjunction with the teacher and BFA representative (if requested), must develop an improvement plan that contains:

1. A clear delineation of the areas in need of improvement that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Differentiated activities (where applicable) to support improvement.
4. A timeline for achieving improvement.
5. Resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first by December 15 and the second by March 15. A written summary of feedback on progress will be provided within seven days of each meeting. Written comments by the teacher must be received no later than ten (10) school days after receipt of the document.
7. A final written summative assessment delineating progress made with an opportunity for comments by the teacher.



**Teacher Improvement Plan**

**Name of Teacher:** \_\_\_\_\_

**School Building:** \_\_\_\_\_

**Areas in Need of Improvement:**

**Improvement Goal/Outcome/Statements:**

**Differentiated Activities (where applicable) to Support Improvement:**

**Method(s) for Assessing for Improvement:**

**Timeline for Achieving Improvement:**

**Resources:**

**Dates of Meetings between Supervisor, Teacher, and BFA representative (if requested):**

## **TEACHER APPEAL PROCESS**

Appeals of annual professional performance reviews shall be limited to those reviews in which a teacher received a rating of “ineffective” or “developing” only. All such appeals shall be submitted in writing within 15 calendar days of the teacher’s school year (beginning with the first day of school for teachers) following the issuance of the composite score. Appeals of the issuance of a teacher improvement plan shall be submitted within 15 calendar days of the issuance of the plan. Appeals of the implementation of a teacher improvement plan shall be submitted within 15 calendar days of the date when each specified portion of the teacher improvement plan was to be implemented. The teacher who is appealing shall send a copy of the appeal to the supervisor who issued the performance review or teacher improvement plan. Failure to submit the appeal within the 15 calendar days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Any ground not asserted in the appeal shall be deemed waived. The teacher has the burden of proof in the appeal.

Appeals under Education Law §3012-d are limited to the following subjects: (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; (2) Adherence to the Commissioner’s regulations, as applicable to annual professional performance reviews (3) Compliance with the District’s Annual Professional Performance Review Plan and (4) The issuance and/or implementation of a teacher improvement plan under Education Law §3012-d.

The teacher must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the written appeal shall not be considered.

### **Steps in the Appeal Process**

Step 1: Conference with the Evaluator -Within five (5) calendar days of receipt of the written request for appeal the teacher shall confer with the lead evaluator(s). The conference shall be an informal meeting wherein the authoring administrator and the teacher are able to discuss the evaluation and attempt to resolve the areas of dispute.

Step 2: Conference with the authoring administrator’s immediate supervisor: If the teacher is not satisfied with the outcome(s) of the conference, then he/she shall elevate the appeal within (5) calendar days after the conference to the authoring administrator’s immediate supervisor. The teacher must forward the initial written appeal to the immediate supervisor of the authoring administrator. Within five (5) calendar days of receipt of the elevated request for appeal the teacher shall confer with the authoring administrator’s immediate supervisor. The conference shall be an informal meeting wherein the authoring administrator’s immediate supervisor and the teacher are able to discuss the evaluation and attempt to resolve the areas of dispute.

Step 3: Conference with the Deputy Superintendent – If the teacher is not satisfied with the outcome(s) of Step 2, then he/she shall elevate the appeal in writing within (5) calendar days after the conference to the Deputy Superintendent. The teacher must forward the initial written appeal to the Deputy Superintendent. Within five (5) calendar days of receipt of the elevated request for appeal the teacher shall confer with the Deputy Superintendent. The conference shall be an informal meeting wherein the Deputy Superintendent and the teacher are able to discuss the evaluation and attempt to resolve the areas of dispute.

Step 4: Appeal to the District Superintendent - If the teacher is not satisfied with the outcome(s) of Step 3, he/she may appeal to the District Superintendent within five (5) calendar days after the conference. The teacher must forward the initial written appeal to the District Superintendent. A meeting shall be held before the District

Superintendent issues his/her decision, in writing, within 45 calendar days from the date the appeal was commenced.

Step 5: Appeal to an Arbitrator - The final level of the appeal shall be to an arbitrator. Notice of Intent to arbitrate must be filed with the BOCES within 15 calendar days of the Step 4 decision.

All demands for arbitration shall be filed with a mutually agreed upon arbitrator who will hear the case within 30 calendar days of the notice of intent to arbitrate.

The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-d. The arbitrator shall make a decision on an expedited basis not to exceed 60 days from the notice of intent to arbitrate. A copy of the decision shall be provided to the teacher and to the employee responsible for issuing the annual professional performance review or issuing and/or implementing the teacher improvement plan, as well as the District Superintendent.

## **PRINCIPAL IMPROVEMENT PLAN**

Upon rating a principal as ineffective or developing, an improvement plan must be developed and commenced no later than ten (10) school days after the first day of the school year for principals. The evaluator, in conjunction with the principal and ASA representative (if requested), must develop an improvement plan that contains:

1. A clear delineation of the areas in need of improvement that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Differentiated activities (where applicable) to support improvement.
4. Timeline for achieving improvement.
5. Resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first by December 15 and the second by March 15. A written summary of feedback on progress will be provided within seven days of each meeting. Written comments by the principal must be received no later than ten (10) school days after receipt of the document.
7. A final written summative assessment delineating progress made with an opportunity for comments by the principal.

**Principal Improvement Plan**

**Name of Principal:** \_\_\_\_\_

**School Building:** \_\_\_\_\_

**Areas in Need of Improvement:**

**Improvement Goal/Outcome/Statements:**

**Differentiated Activities (where applicable) to Support Improvement:**

**Method(s) for Assessing Improvement:**

**Timeline for Achieving Improvement:**

**Resources:**

**Dates of Meetings between Evaluator and Principal, and ASA representative (if requested):**

## **PRINCIPAL APPEAL PROCESS**

Appeals Process Pursuant to Education Law, 3012-d, a principal may only challenge in an appeal:

Appeals of annual professional performance reviews shall be limited to those reviews in which a principal received a rating of “ineffective” or “developing” only. All such appeals shall be submitted in writing within 15 calendar days of the principal’s school year (beginning with the first day of school for principals) following the issuance of the composite score. Appeals of the issuance of a principal improvement plan shall be submitted within 15 calendar days of the issuance of the plan. Appeals of the implementation of a principal improvement plan shall be submitted within 15 calendar days of the date when each specified portion of the principal improvement plan was to be implemented. The principal who is appealing shall send a copy of the appeal to the supervisor who issued the performance review or principal improvement plan. Failure to submit the appeal with the 15 calendar days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Any ground not asserted in the appeal shall be deemed waived. The principal has the burden of proof in the appeal.

Appeals under Education Law §3012-d are limited to the following subjects: (1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; (2) Adherence to the Commissioner’s regulations, as applicable to annual professional performance reviews (3) Compliance with the District’s Annual Professional Performance Review Plan and (4) The issuance and/or implementation of a principal improvement plan under Education Law §3012-d.

The principal must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the written appeal shall not be considered.

### **Steps in the Appeal Process:**

#### **Step 1: Conference with the Evaluator(s)**

Within five (5) calendar days of receipt of the request for appeal the principal shall conference with the Lead evaluator(s). The conference shall be an informal meeting wherein the authoring administrator(s) and the principal are able to discuss the evaluation and attempt to resolve the areas of dispute.

#### **Step 2: Appeal to the District Superintendent**

If the principal is not satisfied with the outcome of Step 1, he/she may appeal to the District Superintendent within five (5) calendar days of the conclusion of the conference. The principal must forward the initial written appeal to the District Superintendent. The employee who issued the performance review, or was responsible for either the issuance and/or implementation of the terms of the principal improvement plan must submit a detailed written response to the appeal to the District Superintendent within 15 calendar days of receipt of the original appeal. The principal initiating the appeal shall receive a copy of this response. The District Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced.

#### **Step 3: Appeal to the Review Panel**

In the event that the principal is dissatisfied with the result of Step 2, the appeal may be taken to a panel within five (5) calendar days of receipt of the Superintendent’s decision. The panel will consist of three (3) members, with one member selected by the BOCES, one selected by the ASA, and one mutually selected from outside of the BOCES. Absent exceptional circumstances warranting a brief adjournment not to exceed an additional ten (10) calendar days, upon receipt of the written appeal the panel will convene (in person, by telephone, or

electronically) within ten (10) calendar days to review the written record and by consensus develop a written decision.

The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-d. A copy of the decision shall be provided to the principal and to the employee responsible for issuing the annual professional performance review or issuing and/or implementing the principal improvement plan, as well as the District Superintendent.

## **APPENDIX**



**NOTICE OF THE RIGHT OF PARENTS AND LEGAL GUARDIANS TO RECEIVE ANNUAL PROFESSIONAL  
PERFORMANCE REVIEW FINAL QUALITY RATINGS & COMPOSITE EFFECTIVENESS SCORES  
PURSUANT TO EDUCATION LAW § 3012-d**

Education Law Section 3012-d prohibits the disclosure of annual professional performance reviews of individual teachers and principals under the Freedom of Information Law (Article 6 of the Public Officers Law).

While this information is not subject to disclosure to the general public, parents and legal guardians of students in the District have rights, upon request, to review and receive the final quality rating (i.e. Highly Effective, Effective, Developing or Ineffective) and composite APPR effectiveness score (0 through 100) of individual teachers and principals to which their children have been assigned for the current school year.

Parents and legal guardians may review and receive this information in person.

Upon request a parent or legal guardian shall be entitled to receive an oral explanation of the composite effectiveness scoring ranges for final quality ratings; and be offered opportunities to understand such scores in the context of teacher evaluation and student performance.

The BOCES has a legal obligation to make reasonable efforts to verify that any such request is a bona fide request by a parent or guardian entitled to review and receive such data pursuant to this paragraph. Consequently, we have created a form to be utilized when a parent or legal guardian requests information regarding their child's current teacher(s) and building principal. A separate form must be filled out for each score requested.

1. It is important for BOCES parents to understand that this is the first year of a new, untested evaluation system and will not change the current practices for assigning students to teachers.
2. We hold our teachers to high standards and are very proud of the work they do each and every day.
3. No APPR composite scores or ratings will be provided until all appeals are completed.
4. The BOCES obligation to disclose this information is limited to those teachers and building principals subject to Education Law 3012-d.

This Form is available on the BOCES website at: [www.dcboces.org](http://www.dcboces.org).

In addition, this Form is available at the following building: Dutchess BOCES Administration Building 5 BOCES Road Poughkeepsie, NY 12601

**REQUEST FOR RELEASE OF ANNUAL PROFESSIONAL PERFORMANCE REVIEW FINAL QUALITY RATINGS AND COMPOSITE EFFECTIVENESS SCORES PURSUANT TO EDUCATION LAW SECTION §3012-d\***

Name of Parent(s)/Legal Guardian(s): \_\_\_\_\_

Name and ID number of student: \_\_\_\_\_

Grade level of student: \_\_\_\_\_

Please write in the spaces provided below the name of the teacher and Grade level/ subject area of instruction the teacher currently provides to the above-named student if you are also requesting his/her final quality rating and composite effectiveness score:

Name: \_\_\_\_\_ Subject Area/Grade Level: \_\_\_\_\_

Please write in the spaces provided below the name of the building principal and the building to which the student is assigned for the current school year: if you are also requesting his/her final quality rating and composite effectiveness score:

Name: \_\_\_\_\_ Building: \_\_\_\_\_

The BOCES will contact you shortly after we receive your request to receive APPR rating and/or composite scores to schedule an appointment to meet and provide you the information orally.

Phone Number for us to contact you to schedule appointment: \_\_\_\_\_

**PLEASE RETURN THIS FORM TO:**

Dr. Richard Hooley, DISTRICT SUPERINTENDENT DUTCHESS BOCES 5 BOCES ROAD POUGHKEEPSIE, NY 12601 or via email to: [Richard.hooley@dcboces.org](mailto:Richard.hooley@dcboces.org)

**\* Note: Pursuant to Education Law Section §3012-d, classroom teachers and building principals are entitled to strict privacy rights with respect to the disclosure by the District of the information that will be furnished to you. We are confident that you will respect those privacy rights.**

## Chronology of Deadlines for Teachers

|           |  |
|-----------|--|
| September | Final Composite Scores issued first week<br>Administration of Pre-Tests<br>Development of the SLOs |
| October   | Set targets and finalize SLOs<br>Begin Observations  |
| May       | Administer Post-Tests<br>Complete Observations   |
| June      | Summative Meetings<br>Score for "Teacher Observation" issued to teachers                           |

\* The conference observation meeting shall be held between the teacher and the evaluating supervisor within seven (7) school days.

\* The teacher needs at least two (2) school days notice of the meeting in order to review the observation report and complete the teacher reflective form.

## ANNUAL PROFESSIONAL PERFORMANCE REVIEW - TEACHERS

### TEACHER OBSERVATION CATEGORY

Teacher Practice Rubric – Enhancing Professional Practice - Danielson Rubric 2007

- Tenured Teachers
  - One announced by principal or other designated administrator - 90%
  - One unannounced by impartial independent trained evaluator - 10%
- Non-Tenured Teachers
  - Two unannounced
  - One announced
  - Of three, two will be completed by the principal (one must be unannounced)

*\*These recommendations are defined as minimums*

*\*Requests for a second impartial, independent evaluation will be considered*

*\*Independent evaluators include other Dutchess BOCES administrators who are not assigned to the same school building as the teacher being evaluated*

### **HEDI Rating (Teacher Observation)**

| <b>HEDI Category</b> | <b>Overall Rubric Average Score</b> |
|----------------------|-------------------------------------|
| Ineffective          | 0 – 1.49                            |
| Developing           | 1.5 – 2.49                          |
| Effective            | 2.5 – 3.49                          |
| Highly Effective     | 3.5 – 4.0                           |

**Student Performance for §3012-d (Teachers)**

| <b>Teacher Student Performance</b>      |  |  |
|---|--|--|
| <b>Building</b>                         | <b>Original Student Performance (Required)</b>   | <b>Transition Student Performance</b>  |
| <b>In-District*</b>                     | <p><b>K-2:</b> School-wide NYSED Math and ELA grades 3-8 and NYSAA grades 3-8</p> <p><b>3:</b> Individual SLOs Math and ELA grades 3-8 and NYSAA grades 3-8</p> <p><b>4-8:</b> Individual SLOs Math and ELA grades 3-8 and NYSAA grades 3-8</p> <p><b>Specials K-8:</b> School-wide NYSED Math and ELA grades 3-8 and NYSAA grades 3-8</p> <p><b>9-12:</b></p> <ul style="list-style-type: none"> <li>• <b>NYSAA:</b> Individual SLOs NYSAA</li> <li>• <b>Regents:</b> Individual SLOs Regents</li> <li>• <b>All Other Teachers:</b> School-wide measure based on all Regents</li> </ul> | <p><b>All K-8:</b> School-wide measure based on NYSAA</p> <p><b>All 9-12:</b> NA</p> |
| <b>Salt Point Center*</b>               | <p><b>K-2:</b> School-wide NYSED Math and ELA grades 3-8 and NYSAA grades 3-8</p> <p><b>3:</b> Individual SLOs Math and ELA grades 3-8 and NYSAA grades 3-8</p> <p><b>4-8:</b> Individual SLOs Math and ELA grades 3-8 and NYSAA grades 3-8</p> <p><b>Specials K-8:</b> School-wide NYSED Math and ELA grades 3-8 and NYSAA grades 3-8</p>   | <p><b>All K-8:</b> School-wide Measure based on NYSAA</p>                            |
| <b>Career &amp; Technical Institute</b> | <p><b>All:</b> Individual SLOs based on Locally Developed Approved Assessments</p>   | <p><b>All:</b> NA</p>  |
| <b>Alternative High School*</b>         | <p><b>Regents:</b> Individual SLOs Regents</p> <p><b>All Other Teachers:</b> School-wide Measure based on all Regents</p>  | <p><b>All:</b> NA</p>  |

*\* Annually, the teacher's bargaining unit and BOCES administration will set the school-wide target for the NYS Grades 3-8 ELA, NYSAA, and Regents Examinations collaboratively.*

**HEDI RATING BAND: STUDENT PERFORMANCE**

| HIGHLY EFFECTIVE |            |            | EFFECTIVE  |            |            | DEVELOPING |            | INEFFECTIVE |            |            |            |            |            |            |            |            |            |           |          |          |
|------------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|----------|----------|
| 20               | 19         | 18         | 17         | 16         | 15         | 14         | 13         | 12          | 11         | 10         | 9          | 8          | 7          | 6          | 5          | 4          | 3          | 2         | 1        | 0        |
| 97 -<br>100      | 93 -<br>96 | 90 -<br>92 | 85 -<br>89 | 80 -<br>84 | 75 -<br>79 | 67 -<br>74 | 60 -<br>66 | 55 -<br>59  | 49 -<br>54 | 44 -<br>48 | 39 -<br>43 | 34 -<br>38 | 29 -<br>33 | 25 -<br>28 | 21 -<br>24 | 17 -<br>20 | 13 -<br>16 | 9 -<br>12 | 5 -<br>8 | 0 -<br>4 |

**OTHER ITEMS AGREED UPON OR PROVIDED:**

- Written notice of Independent Observer and semester of unannounced observation will be provided
- Teacher Training
- Pre and Post Observations to be conducted in person
- Acknowledgement of Special Circumstances
- All observations to be of a reasonable length
- Two Observations should not occur within 30 days of each observation unless agreed upon
- Student rosters will be finalized to reflect current student enrollments on “BEDS Day”

**HEDI Ratings for Teachers will be determined using NYSED’s matrix below.**

|                            |                             | <b>Teacher Observation</b>  |                      |                       |                        |
|----------------------------|-----------------------------|-----------------------------|----------------------|-----------------------|------------------------|
|                            |                             | <u>Highly Effective (H)</u> | <u>Effective (E)</u> | <u>Developing (D)</u> | <u>Ineffective (I)</u> |
| <b>Student Performance</b> | <u>Highly Effective (H)</u> | H                           | H                    | E                     | D                      |
|                            | <u>Effective (H)</u>        | H                           | E                    | E                     | D                      |
|                            | <u>Developing (D)</u>       | E                           | E                    | D                     | I                      |
|                            | <u>Ineffective (I)</u>      | D*                          | D*                   | I                     | I                      |

\* The asterisk in the matrix above relate to the optional sub-component of the Student Performance category. Dutchess BOCES will NOT use the optional sub-component.

## ANNUAL PROFESSIONAL PERFORMANCE REVIEW - Principal

### PRINCIPAL SCHOOL VISIT CATEGORY

Principal Practice Rubric – Multidimensional Principal Practice Rubric

- Tenured Administrators (Principals)
  - One Unannounced to occur as first visit
  - One Announced to occur as second visit
  
- Non Tenured Administrators
  - One Announced/ One Unannounced Semester 1 - FALL
  - One Announced/ One Unannounced Semester 2 – SPRING

*\*Announced visits for non-tenured administrators occur as the first visit during both Fall and Spring semesters*

*\*These recommendations are defined as “minimums”*

*\*Primary Evaluator – Superintendent or Designee; Independent Evaluator – to include Cabinet Members*

### **HEDI Rating (Observation/School Visit)**

| <b>HEDI Category</b> | <b>Overall Rubric Average Score</b> |
|----------------------|-------------------------------------|
| Ineffective          | 0 – 1.49                            |
| Developing           | 1.5 – 2.49                          |
| Effective            | 2.5 – 3.49                          |
| Highly Effective     | 3.5 – 4.0                           |

### Student Performance for §3012-d (Principals)

| Principal Student Performance           |                                      |                                    |
|---|--------------------------------------|------------------------------------|
| Building                                | Student Performance (Student Growth) | Transition Performance             |
| <b>Salt Point Center</b>                | State Provided Growth                | School-wide Measure based on NYSAA |
| <b>Career &amp; Technical Institute</b> | State Provided Growth                | NA                                 |
| <b>Alternative High School</b>          | State Provided Growth                | NA                                 |

**HEDI RATING BAND: STUDENT PERFORMANCE**

| HIGHLY EFFECTIVE |      |      | EFFECTIVE |      |      | DEVELOPING |      | INEFFECTIVE |      |      |      |      |      |      |      |      |      |     |     |     |
|------------------|------|------|-----------|------|------|------------|------|-------------|------|------|------|------|------|------|------|------|------|-----|-----|-----|
| 20               | 19   | 18   | 17        | 16   | 15   | 14         | 13   | 12          | 11   | 10   | 9    | 8    | 7    | 6    | 5    | 4    | 3    | 2   | 1   | 0   |
| 97 -             | 93 - | 90 - | 85 -      | 80 - | 75 - | 67 -       | 60 - | 55 -        | 49 - | 44 - | 39 - | 34 - | 29 - | 25 - | 21 - | 17 - | 13 - | 9 - | 5 - | 0 - |
| 100              | 96   | 92   | 89        | 84   | 79   | 74         | 66   | 59          | 54   | 48   | 43   | 38   | 33   | 28   | 24   | 20   | 16   | 12  | 8   | 4   |



HEDI Ratings for Principals will be determined using NYSED’s matrix below.

|                            |                             | <b>Observation/School Visit</b> |                      |                       |                        |
|----------------------------|-----------------------------|---------------------------------|----------------------|-----------------------|------------------------|
|                            |                             | <u>Highly Effective (H)</u>     | <u>Effective (E)</u> | <u>Developing (D)</u> | <u>Ineffective (I)</u> |
| <b>Student Performance</b> | <u>Highly Effective (H)</u> | H                               | H                    | E                     | D                      |
|                            | <u>Effective (H)</u>        | H                               | E                    | E                     | D                      |
|                            | <u>Developing (D)</u>       | E                               | E                    | D                     | I                      |
|                            | <u>Ineffective (I)</u>      | D*                              | D*                   | I                     | I                      |

\* The asterisk in the matrix above relate to the optional sub-component of the Student Performance category. Dutchess BOCES will NOT use the optional sub-component.

**DUTCHES BOCES**