



School Improvement Grant's

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)

Roosevelt Senior High School 2011-2012

Board Approved: December 22, 2011
Readopted with Revisions for SIG #1: February 1, 2012
Readopted with Revisions for SIG #2: March, 2012

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APPR SUBCOMMITTEE MEMBERS

Recommended revision provided by the following subcommittee members based upon receipt of NYSED APPR Compliance document on January 3, 2012 for review by APPR Committee Members:

- Robert -Wayne Harris, Superintendent of Schools
- Dr. Marianne Steele, Assistant Superintendent for Curriculum & Instruction
- RG France, Assistant Superintendent for Educational Services
- Darleen Peterson, Director of Grants & Funded Programs
- Dr. Stephen Strachan, High School (SIG School) Principal
- Kevin O'Connell, School Improvement Manager

DISTRICT APPR COMMITTEE MEMBERS

The following committee members worked in collaboration with an external consultant during the (3) days during the summer 2011 and several meetings throughout the 2011-12 school year:

- Mr. Ronald Grotsky, Assistant Superintendent for Human Resources & Professional Development
- Dr. Marianna Steele, Assistant Superintendent for Curriculum & Instruction
- Mrs. Lillian Coggins-Watson, Roosevelt Administrator Association Union President
- Barbara Farbman, Middle School Math Teacher
- Daphne Charles-Brown, Elementary School Teacher
- Kristine Francis, Elementary School Teacher
- Gina Kessler, High School Consumer Science Teacher
- Diane McCarthy, Roosevelt Teachers Union Representative
- Ray Sharon Mintzer, Special Education Teacher
- Dr. Robert Tucker, Middle School Principal
- Dr. Kim Nesbitt, Coordinator of School Counseling
- Michelle Van Eyken, Coordinator of Data & Reporting
- Dr. Larry Aronstein, APPR External Consultant

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The Annual Professional Performance Review Plan for the Roosevelt Union Free School District has been developed pursuant to a directive from the New York State Education Department to implement New York’s teacher and principal evaluation law, Education Law section 3012-c. The new evaluation system is grounded in the New York State Teaching Standards and the ISLLC Educational Leadership Policy Standards. The primary objective of the teacher and principal evaluation system is to foster a culture of continuous professional growth that results in increased student achievement. This is an agreement between the Roosevelt UFSD and the Roosevelt Administrators’ Association (RAA).

The Statewide student growth measures will identify those educators whose students’ progress exceeds that of their peers, as well as those whose students are falling behind. Measures of student achievement selected by the Roosevelt Union Free School District will reflect the priorities, needs and targets of the Roosevelt Public Schools. Teacher observations and other measures will provide educators with detailed, structured feedback on their professional practice.

This plan was prepared in consultation with central office and building administrators and teachers. Input from each constituent group will continue to be sought on an annual basis. The plan will be revised to reflect the changing needs of the district, staff and students and, where necessary, to correspond with annual district goals.

The Annual Professional Performance Review Plan will be adopted by the Board of Education by September 10th of each school year. The plan will be made available for review upon request and be will posted on the District’s website.

STATEMENT OF PURPOSE

The purpose of the Annual Professional Performance Review Plan is to outline a comprehensive plan for the annual review of the professional performance of teachers and principals.

GOAL

The goal of the Annual Professional Performance Review Plan is to improve the quality of teaching and learning to meet the needs of students in the Roosevelt Union Free School District.

OBJECTIVES

The objectives of the Annual Professional Performance Review Plan are to:

- Provide teachers with clear, consistent criteria for performance review
- Ensure that teachers and principals have input into the process
- Use multiple measures for performance review
- Tie performance to district/school priorities
- Increase responsibility for self improvement
- Provide support to teachers and principals in need of improvement
- Provide evidence and data as a basis for the review

GUIDING PRINCIPLES

The following (3) principles reflect the Roosevelt Union Free School District’s beliefs about professional growth:

- The goal of evaluation is to provide effective feedback resulting in professional growth and development;
- The only one who is ultimately responsible for one’s growth and development is oneself;
- Core beliefs are centered around building trusting relationships, embracing rigor, focusing on relevance, creating a risk-free climate so that experimentation and innovation flourish, and stimulating reflection.

SUPERVISION AND EVALUATION

Since this plan lays out the supervision and evaluation processes, it is important to clearly explain what is meant by each term. The goal of supervision is to provide teachers with frequent, high-quality feedback by knowledgeable professionals with the educational background and expertise necessary to stimulate teachers’ and principals’ thinking about their educational decisions and professional growth. An important component of supervision involves members of the school community who disseminate a vision of high quality learning and teaching across the entire school. Evaluation is the process of making judgments about teacher and principal performance in order to assess progress, growth and development, and the degree of teacher and principal effectiveness.

Above all, we expect the supervision and evaluation processes to be guided by these principles:

- Supervision of instruction is focused on learning, rather than teaching.
- Teacher effectiveness is validated in both credible and strength-building ways.
- Resources and support systems are available to help teachers and principal(s) think about and plan to meet self-set goals.
- Resources and support systems are available to facilitate teachers’/principals’ analyzing and solving of classroom challenges.
- Teachers and principal(s) are able to receive and use feedback to stretch their thinking about instructional decisions

GUIDELINES

- APPR rubrics will be clearly communicated to all staff.
- The status of probationary teacher’s/principal’s progress toward tenure will be clearly communicated semi-annually.
- Collegial support will be available to all staff through the district’s mentoring program in year one of their appointment. Continued support will be encouraged and provided, as needed.
- Staff development regarding rubrics and training in the application of the rubrics will be provided to all staff.
- The Professional Performance Review document will be available to staff on the Opening Day of School and posted on the district’s website by September 10th of each year.
- All teachers and principal(s) will receive a hard copy of this document at the beginning of each year.

TEACHER AND STUDENT DATA

The District will report teacher and student data, including enrollment, attendance data and any other student, teacher, school, course and student/teacher linkage data necessary in a format and timeline prescribed by the Commissioner. The information will be submitted through the Student Information Repository System (SIRS), TEACH Online Services and BEDS Online reporting systems. The data elements that will be reported include unique statewide identifiers for all teachers assigned to reported courses, student enrollment in all elementary and middle-level courses linked to a state assessment using the statewide standardized course codes, duration of reported course selection, student-teacher linkage start/end dates, duration of student attendance, student exclusion-from-evaluation flag, student enrollment in all remaining courses using a to-be-determined statewide standardized course codes, evaluation component score, and any other personnel data required by the State Education Department.

Each classroom teacher and building principal will have the opportunity to verify the subjects and/or students assigned to them through the student management system, Power School by August 24, 2012.

It is understood that a number of students will be shared among teachers, i.e. inclusion students. The district will determine who the “teacher of record” is for each of those students at the time the class lists are distributed.

ASSESSMENT DEVELOPMENT, SECURITY AND SCORING PROCESS

The Roosevelt UFSD adheres to all of the procedures for assessment development, security and scoring as indicated in the Commissioner’s Regulations and detailed below. Each building principal maintains test security. This includes inventory upon delivery and secure storage in a safe or vault. All testing materials remain sealed until the dates on which they will be administered. As soon as testing of each booklet is completed, all used and unused test booklets and student answer sheets are collected and securely stored until the official scoring process begins.

The District may choose to utilize student growth percentile or value-added methodologies in assigning evaluation points based on local assessment results if the district or BOCES has the capacity to ensure that the assessments they have selected are suitable for these kinds of measures. (SED regulation- change not permitted)

The Commissioner’s Regulations prohibit teachers and principals from releasing or distributing test items (including pretest items) to students that will later contribute to their annual performance evaluation. As such, a district can release sample items and sample test forms that will help familiarize students with the testing format; however, districts cannot release actual operational test items, including performance tasks and writing prompts to students, ahead of time. Districts or BOCES must describe in their APPR plan their processes for ensuring that any assessments and/or measures used to evaluate their teachers and principals are not disseminated to students before administration.

The Commissioner’s Regulations prohibit teachers and principals from having a vested interest in the outcome of the assessments they score. Teachers should not score their own students examinations, and principals should not score the assessments of the students in their building. Teachers and principals may only view students’ assessments after the assessment scores have been finalized. Districts must provide an assurance in their APPR plan that the district’s scoring plans ensure that teachers and principals do not have a vested interest in the outcomes of the assessments they score.

For the administration of State Assessments, the District follows the scoring procedures as outlined in the School Administrator’s Manual, Teacher Directions Manual, Scoring Site Operations Manual, and Scoring Leader Handbook provided by CTB/McGraw Hill and the NYS Education Department. These documents detail administration and scoring operations from on-site delivery of students’ assessment materials to the conclusion of scoring.

Scoring Site Coordinators supervise all activities related to the scoring facility. While scoring is in progress, all student test books and answer sheets, as well as scoring materials, are regarded as secure and confidential. Scoring Leaders monitor the scoring of student responses. Scorers are teachers, representing grades 3-8, and Scoring Leaders ensure the randomization of test booklets and teachers do not score student test booklets for students of whom they have a vested interest.

The district will report to SED the individual subcomponent score 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.

APPR RATINGS

Pursuant to Commissioners Regulations 100.2, effective July 2011, all Principals serving in a SIG school will receive an annual performance review rating linked to the standards and student performance. The four ratings are as follows: Highly Effective, Effective, Developing, and Ineffective (HEDI). A composite score of 1-100 will provide the basis for the HEDI rating:

- For the 2011-2012 school year only, 20 points will be based on School and District identified Student Growth measures. This summative value will be determined at the building level.
- For the 2011-2012 school year only, 80 points will be based on *Other Measures of Effectiveness* aligned with Kim Marshall’s Principal Evaluation Rubric (see appendix) relative to observation of classroom instruction and Portfolio Assessment. This summative value will be determined at the building level.

Table 1: NYSED HEDI Point Range for Teacher and Principal Rating:

HEDI Level	Student Growth Measure (20 points)	Other Measures of Effectiveness (80 Points)	*Over-all Composite Score (100 points)
Ineffective	0-2	0-51	0-64
Developing	3-8	52-59	65-74
Effective	9-17	60-72	75-90
Highly Effective	18-20	73-80	91-100

*Established by the New York State Commissioner of Education (APPR Guidance, page 31).

Table 2: HEDI Ratings:

Level	Subcomponent and Composite Score Ranges			
	Highly Effective	Effective	Developing	Ineffective
HEDI Rating Student Growth Measure	Results are well-above state average for similar students (or District goals if no state test).	Results meet state average for similar students (or District goals if no state test).	Results are below state average for similar students (or District goals if no state test).	Results are well-below state average for similar students (or District goals if no state test).
HEDI Rating Other Effective Measures	Performance is well-above District expectations	Performance Meets District Expectations	Performance is below District Expectations	Performance is well-below District Expectations

PRINCIPALS

Mandatory SIG component (20 points): Student Growth Measure, school year 2011-12, Principal, grade 9-12:

1. Defined time period for measuring student growth will be based on student learning for each student from the period of September to June. All Student Growth Measures are based on NYSED assessments and other data relative to the Roosevelt High School State and District Report Card.
2. The Principal's score for the Student Growth Measure (SGM) portion of the total evaluation for the 2011-12 school-year will be based on two (4) specific Student Growth Measures, each of which will have a point value of 5 toward a HEDI Rating of 0-20.
3. Student Growth Measure (1): building level Student Performance on ELA based on the Performance Index (PI) for the school year 2011-12 as compared to the ELA Performance Index for the school-year 2010-11 as provided by the School Report card.
4. Student Growth Measure (2): building level Student Performance on Math based on the Performance Index (PI) for the school year 2011-12 as compared to the Math Performance Index for the school-year 2010-11 as provided by the School Report card.
5. Student Growth Measure (3): A school-wide increase of three (3) percentage points in the number of students in the 2011 cohort earning sufficient credit to move from grade 9 to grade 10 as compared to students in the 2010 cohort for the same measure. (73% to 76%)
6. Student Growth Measure (4): A school-wide increase of three (3) percentage points in the number of students in the 2010 cohort earning sufficient credit to move from grade 10 to grade 11 as compared to the students in the 2009 cohort for the same measure. (75% to 78%).
7. The composite score for the Growth Measure is equal to the average HEDI rating for each subcomponent.
8. The HEDI rating for each subcomponent is equal to the point range within each rating level deemed appropriate by the evaluator relative to the *Actual Score* as compared to the *Target Score*.

Table 3: Student Growth Measure (1):

Student Growth Measure (1): Student Performance on ELA based on <i>Performance Index (PI)</i> for the school-year 2011-12 compared to 2010-11.		
Level	Growth	Target Measure Performance Index
Ineffective	Well below district expectations for the 2011-12 school-year	≤ 167
Developing	Below district expectations for the 2011-12 school-year	168-170
Effective	Meets or slightly exceeds district expectations for the 2011-12 school-year	171-175
Highly Effective	Highly exceeds district expectations for the 2011-12 school-year	176 or greater

Table 4: Student Growth Measure (2):

Student Growth Measure (2): Student Performance on Math based on <i>Performance Index (PI)</i> for the school-year 2011-12 as compared to 2010-11.		
Level	Growth	Target Measure
Ineffective	Well below district expectations for the 2011-12 school-year	≤ 165
Developing	Below district expectations for the 2011-12 school-year	166-174
Effective	Meets or slightly exceeds district expectations for the 2011-12 school-year	175-180
Highly Effective	Highly exceeds district expectations for the 2011-12 school-year	181 or greater

Table 5: Student Growth Measure (3 and 4):

<p><u>Student Growth Measure (3):</u> A school-wide increase of three (3) percentage points in the number of students in the 2011 cohort earning sufficient credit to move from grade 9 to grade 10 as compared to students in the 2010 cohort for the same measure. (73% to 76%)</p> <p><u>Student Growth Measure (4):</u> A school-wide increase of three (3) percentage points in the number of students in the 2010 cohort earning sufficient credit to move from grade 10 to grade 11 as compared to the students in the 2009 cohort for the same measure. (75% to 78%).</p>			
Highly Effective (18-20 points)	Effective (12-17 points)	Developing (3-11 points)	Ineffective (0-2 points)
Results Exceed district expectations	Results Meet or slightly exceeds district expectations	Results are Below district expectations	Results are Well below district expectations.
≥ 4.0	3.0 – 3.9	2.0 – 2.9	≤ 1.9

HEDI Ratings: Other Measures of Effectiveness (Principal Standards)

The HEDI Ratings for *Other Measures of Effectiveness* will be based on the Kim Marshall Principal Evaluation Rubric. The Principal Evaluation Rubric consists of six (6) Domains. Each Domain consists of ten (10) criteria. For the purpose of providing a score aligned with the HEDI Ratings each Domain has been assigned a specific point value proportional with its priority in the teaching process (Tables 6-8). The number of points earned per Domain by the principal is proportional to the number of criteria points earned. Each criteria is assigned by the evaluator 0-3 points according to the HEDI Ratings: Ineffective – Highly Effective (Table 5).

1. For the purpose of evaluating *Other Measures of Effectiveness* **the principal** must receive during the 2011-2012 school year at least one formal on-site observation conducted by the Superintendent of Schools or his designee, along with other supervisory visit(s) conducted by the Superintendent of Schools and/or his designee(s) to evaluate specifically identified domain and criterion.
2. The principal will be responsible for a portfolio developed in alignment with the Kim Marshall Principal Evaluation Rubric using school documents and other local sources as evidence to support specifically identified domain and criterion. The portfolio will be evaluated by the Superintendent of Schools or his designee.
3. The principal will be evaluated by means of structured feedback derived from surveys based on specifically identified domain and criterion and completed and submitted by teachers, students, and families. All survey documents will conform to and incorporate language from the Kim Marshall rubrics.

Determining Principal Composite Score for *Observation and Other Measures*

1. 60 of the 80 points will be derived from the Superintendent’s formal observation using all 6 domains from the Kim Marshall Principal Evaluation Rubrics. The calculations with regard to proportionality are consistent with the Teacher process.
2. For the purpose of evaluating *the Formal Observation, the Portfolio, and the Survey* the evaluator will provide a score of 0-3 (*Ineffective – Highly Effective*) for each criteria listed within the domain.
3. The principal score for the Formal Observation is equal to the percentage of total Domain points earned: A through F/80. The total points earned for each Domain is **proportional** to the percentage of criteria points assigned by the evaluator for that Domain: N/30
4. The over-all principal score for the Formal Observations subcomponent of *Other Measures of Effectiveness* is equal to the **percentage score** of the Formal Observation multiplied by 60.
5. 15 of the 80 points will be derived from the Superintendent’s evaluation of the portfolio assembled by the Principal. The portfolio will be based upon domain and criteria as agreed upon by the Superintendent and the principal. Points will be derived using proportionality. (See #2)
6. 5 of the 80 points will be derived from the survey process. Each survey will be derived from the Marshall rubric based upon domain and criteria as agreed upon by the Superintendent and the principal. Points will be derived using proportionality. (See #2)

Marshall Domains and Criteria that apply to the Principal, Formal Observation:

- A. Diagnosis and Planning [10 points]
- B. Priority Management and Communication [10 points]
- C. Curriculum and Data [10 points]
- D. Supervision and Professional Development [10 points]
- E. Discipline and Family Involvement [10 points]
- F. Management and External Relations [10 points]

Table 6: Other Measures of Effectiveness Point Range:

Other Measures of Effectiveness	
Observation and Other Measures	Subcomponent Point Range
Formal Observation	60
Portfolio Assessment	15
Survey Process	5
<i>Total Composite Score</i>	<i>80</i>

Determining over-all composite score for the APPR evaluation

1. The Over-all Composite score for the Principal Evaluation for the APPR is determined by combining the points (0-20) from the Growth Score (20%) with the points (0-80) from Other Measures of Effectiveness (80%). The Total score (0-100) is aligned with the HEDI Ratings to determine the Principal Rating (*Ineffective – Highly Effective*).
2. **Example of proportionality:** A principal assigned 80% of the criteria points for any particular Domain earns 80% of the point value for that Domain. For example, the Domain *Curriculum and Data* has a point value of 10. A principal assigned 24/30 criteria points (80%) for that Domain also earns 8 Domain points (80%).

PROTOCOLS

A principal's signature is required before a summary can be placed in a principal's personnel file. A signature does not necessarily mean that he or she agrees with the contents of the summary. It simply means that the principal is aware of the summary and has been given the opportunity to read and respond to it in writing. If a principal feels that a written response to the summary is necessary, such responses must be made within seven school days, and included in his or her file. Evaluations without signatures will be filed with a note recognizing refusal to sign.

Feedback

As in effective classrooms, structured feedback will take place within 5 days after observation or other performance evidence is documented. Like other forms of documented evidence feedback should be timely and constructive and can lead to suggestions for self-directed research on teacher effectiveness strategies, recommendations for training and practice and for support from teachers with expertise in specific instructional practices as observed by the evaluator. If a lesson is not viewed Effective or Highly Effective members have the right to have RTA representation at the post conference.

Documentary Evidence/Artifacts

Principals are expected to gather artifacts throughout the year that illustrate their areas of performance that are not readily observable or that generally contributes to a more comprehensive picture of a principal's practice. Artifacts can include achievement data, lesson/unit plans, curriculum, assignments and assessments, student products and accompanying performance criteria, feedback on student work, etc.

FINAL EVALUATION CONFERENCE

The final evaluation conference is an opportunity for evaluators and observers to synthesize and summarize the multiple sources of evidence of teacher/principal effectiveness collected during the year. This is also an opportunity for those being evaluated to share their self-reflection related to their practice, and to bring additional sources of evidence to the table – exemplars of student work, evidence of planning, reflections from the tenured cycle choices (peer observation, videotape self-reflection, lesson study), and the like.

Reserved Prerogative

The administration reserves the prerogative to visit any classroom, for any reason, for any amount of time, for as many times as it sees fit. Nothing in this plan is designed to limit this prerogative. The observer of a clinical observation or any other form of visitation may write a counseling memo which cannot be used as part of the composite score for the APPR evaluation.

Counseling Memo

The administration reserves the prerogative to write a counseling memo to any employee based upon the action of the employee that is deemed unacceptable. The administrators will conference with the employee and invite the employee to bring a RTA representative to the conference in conjunction with an anticipated memo. The employee will receive a copy of the memo and will

sign a copy indicating that he/she has received a copy. The memo may be placed in the employee's personnel file and may also be used in conjunction with a PIP.

TIMELY AND CONSTRUCTIVE FEEDBACK

Principals will receive a comprehensive annual professional performance review and have the opportunity to discuss the review with their supervising administrator. In addition, teachers and principal(s) will have feedback from their supervisors on their evidence binders and self-reflection. In addition, any principal rated ineffective or developing will begin the Principal Improvement Plan process. Principals will receive a comprehensive annual professional performance review and have the opportunity to discuss the review with the Superintendent of Schools and/or his/her designee.

TRAINING/CERTIFICATION

Two members of the District Network Team Equivalent completed the five day RTTT Network Team Summer institute provided by the State Education Department in Albany. They have been certified as turnkey trainers to implement the goals of the Regents Reform Agenda including Common Core Standards, school-based inquiry, and the new performance evaluations for teachers. The district may also provide training from consultants with appropriate expertise.

All administrators in the district responsible for observing and evaluating teachers will participate in training sessions provided by the Network Team Equivalent trainers or consultants with appropriate expertise designed to sharpen observation skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements and the requirement within this plan.

The District will ensure the training and certification of its lead evaluators in accordance with the requirements prescribed in the commissioner's regulations and the requirement within this plan. The District will further ensure that lead evaluators maintain inter-rater reliability and that they are recertified on an annual basis. All evaluators shall be employees of the Roosevelt UFSD.

IMPROVEMENT PLANS

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. Both the teacher and administrator will meet for an evaluation conference at the end of the school year where the developing or ineffective evaluation is discussed. A PIP is designed by the building principal/superintendent or designee in collaboration with the principal and the president of the Roosevelt Administrators' Association or his/her designee. The PIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The principal must be offered the opportunity for a peer mentor from the District's mentor program. The principal will select the mentor, with the approval of the Superintendent and the Association President. If the principal cannot decide on a mentor the Superintendent and the Association President or his/her designee will select a mentor. All dealings between the mentor and the principal will be confidential. The mentor and the principal will collaborate during the first quarter. During that time, the principal will be observed by designated members of the administrative team who will concentrate on observing and evaluating goals identified in the PIP. They will meet with the principal in a timely manner (within 5 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The principal will have the right respond to observation summaries and responses will be attached. This signature indicates that the principal has received the evaluation and has had the opportunity to discuss and review this report with the evaluator. It does not necessarily denote agreement with all factors of the evaluation.

After the first quarter of teacher/principal/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, it will terminate. The culmination of the PIP will be communicated in writing to the teacher. Both parties will sign the PIP at the end of the school year.

If the principal is again rated as *developing or ineffective*, a new plan will be developed by the principal and the Superintendent or Assistant Superintendent(s), as appropriate, in collaboration with the Association for the subsequent school year.

The PIP must consist of the following components:

- I. **SPECIFIC AREAS FOR IMPROVEMENT:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. **EXPECTED OUTCOMES:** Identify specific recommendations for what the teacher/principal is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher/principal.
- III. **RESOURCES:** Identify specific resources and support systems available to assist the teacher/principal to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; etc.
- IV. **RESPONSIBILITIES:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the principal throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher/principal and administrator(s); written reports and/or evaluations, etc.
- V. **EVIDENCE OF ACHIEVEMENT:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **TIMELINE:** Provide a specific timeline for implementation of the various components for the TIP/PIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

APPEALS PROCEDURES

- I. A teacher/principal may challenge their annual professional performance review pursuant to section 3012-c of the Education Law.
 - a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing
 - b. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraphs (a) above, a principal may appeal the annual evaluation to a party to be determined. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. The substance of the annual professional performance review;
 2. The School district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;
 3. The school district’s adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated plans and procedures; and;
 4. The school district’s issuance and/or implementation of the terms of teachers or principal’s improvement plan.
 - c. Any issue not raised in the written appeal shall be deemed waived.
 - d. Within five school days of receipt of the appeal, the named party (arbiter) shall render a written determination with respect thereto. The arbiter will be mutually agreed upon by the parties.
 - e. The determination of the arbiter as to the substance of the annual professional performance review shall neither be grievable, arbitral, nor reviewable in any other forum. However, nothing shall prevent a teacher/principal from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-Procedural issues that will be set forth in this Article shall be subject to grievance machinery of the contract.

The time frames referred to herein may be extended by mutual agreement of the parties. This agreement is for the 2011-2012 school year only and is subject to further negotiations by the involved parties.

This agreement shall sunset on June 30, 2012 and is subject to further negotiations by the involved parties.

Dated: 3/15/12

Lillian Coggins-Watson
Lillian Watson, President RAA Unit

Dated: 3/15/12

Robert-Wayne Harris
Robert-Wayne Harris, Superintendent of Schools

Dated: 3/15/12

Robert Summerville
Robert Summerville, Board of Education President
or Designee FRANK SCOTH VICE PRESIDENT

REFERENCES

Education, N. Y. (2011, September 15). Guidance on New York State’s Annual Professional Performance Review Law and Regulations . New York, New York, United States of America.

Education, N. Y. (2011). Guidance on the New York State District-Wide Growth Goal Setting Process. New York, New York, United States of America.

List of Approved Student Assessments for Use by School Districts and BOCES in Teacher and Principal Evaluations: <http://usny.nysed.gov/rtt/teachers-leaders/assessments/home.html#assess>

Principal Evaluation Rubrics

by Kim Marshall – Revised August 21, 2011

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of a principal's job performance:

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

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Developing
- 1 – Ineffective

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

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

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

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

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (see page 9 for a sample).

A. Diagnosis and Planning

4
Highly Effective

3
Effective

2
Developing

1
Ineffective

The principal:

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

Overall rating: _____ Comments:

B. Priority Management and Communication

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

Overall rating: ____ **Comments:**

C. Curriculum and Data

4
Highly Effective

3
Effective

2
Developing

1
Ineffective

The principal:

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

Overall rating: _____ Comments:

D. Supervision, Evaluation, and Professional Development

4
Highly Effective

3
Effective

2
Developing

1
Ineffective

The principal:

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

Overall rating: _____ Comments:

E. Discipline and Family Involvement

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

Overall rating: ____ Comments:

F. Management and External Relations

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

Overall rating: _____ Comments:

Evaluation Summary Page

Principal's name: _____ School year: _____

School: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

Highly Effective Effective Developing Ineffective

B. Priority Management and Communication:

Highly Effective Effective Developing Ineffective

C. Curriculum and Data:

Highly Effective Effective Developing Ineffective

D. Supervision, Evaluation, and Professional Development:

Highly Effective Effective Developing Ineffective

E. Discipline and Parent Involvement:

Highly Effective Effective Developing Ineffective

F. Management and External Relations:

Highly Effective Effective Developing Ineffective

OVERALL RATING:

Highly Effective Effective Developing Ineffective

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY ADMINISTRATOR:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

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