

Memorandum of Agreement

between the

Schenectady City School District

and

Gregory Fields

WHEREAS, Gregory Fields serves as building principal at Schenectady High School and his position is not covered by any collectively bargained agreement, and

WHEREAS, the Schenectady City School District (SCSD) and Gregory Fields understand that the School Improvement Grant awarded to the School District included a requirement to implement a new Annual Professional Performance Plan for the teachers and building principal at Schenectady High School specifically designed for the 2011-12 school year; and

WHEREAS, the parties desire to satisfactorily comply with this requirement; and

WHEREAS, the parties acknowledge that there is pending litigation regarding Education Law 3012-c and accompanying regulations and the parties agree that, in the event the pending litigation makes changes to the Education Law and/or regulations, the parties agree to bargain the impact of such changes to this agreement; and

IT IS THEREFORE AGREED, to implement the Annual Professional Performance Plan described herein for the Schenectady High School principal for 2011-12 only. This plan will not apply to any other administrative position that Gregory Fields may have after the 2011-12 school year. This plan covers three key elements – Measuring Effectiveness, Principal Improvement Plans and Appeals Process.

Measuring Effectiveness

A. Measure of Student Growth for 2011-12

20 Points

1. Two measures of student growth will be used for 2011-12.
 - i. The percentage increase of students passing the core Regents examinations in January and June of 2012 as compared to the comparable percentage from 2011 – 10 points.
 - ii. The percentage increase of 9th grade students successfully passing and earning credits in English, Math, Science, and Social Study courses – 10 points
2. Each of these two student growth measures will be scored as follows.

<u>Level</u>	<u>Percentage Increase</u>	<u>Points</u>
Highly Effective	2.0% or greater	9.0 – 10.0
Effective	1.0% to 1.9%	7.5 – 8.9
Developing	.5% to .9%	6.5 – 7.4
Ineffective	Less than .5%	0.0 – 6.5

B. Other Measures of Effectiveness

80 Points

1. The Multidimensional Principal Performance Rubric has been selected by the parties as the tool to be used to help measure principal effectiveness.
 - i. Up to 10 points may be earned for each of the six domains for a total of 60 points.

<u>Level</u>	<u>Points</u>
Highly Effective	9.0 – 10.0
Effective	7.5 – 8.9
Developing	6.5 – 7.4
Ineffective	0.0 – 6.4
 - ii. The remaining 20 points will be assigned to specific domains by agreement between the principal and the Superintendent or designee during a pre-conference at the beginning of the year. For 2011-12 that conference will be held in February 2012. These additional points will be distributed by level in the same proportion as the 60 points are distributed.
2. Formal monitoring or observation of the performance of the principal shall be conducted by the Superintendent or by a designee who is a certified administrator who has completed Lead Evaluator training.
 - i. The principal is expected to gather and share with the Superintendent or designee artifacts that illustrate performance as outlined in the rubric.
3. A special review session will be conducted in June prior to preparing the formal year-end evaluation to review and discuss all evidence of performance.

Principal Improvement Plans

A Principal Improvement Plan (PIP) must be initiated whenever the principal receives a rating of *developing or ineffective* in a year-end evaluation. Both the principal and superintendent, or designee 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 superintendent or designee in collaboration with the principal. The PIP must be in place no later than September 10 of the following 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. The principal will select the mentor, with the approval of the Superintendent. If the principal cannot decide on a mentor, the Superintendent or 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. A member of the administrative team will meet with the principal in a timely manner (within 3 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 to respond to observation summaries and responses will be attached.

After the first quarter of teacher/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 principal and signed by both parties.

Also at the end of the school year in which a PIP was in place, the administration shall provide the principal with a summative evaluation for the school year which includes an APPR rating of highly effective, effective, developing or ineffective. The principal, upon receiving this summative year end APPR rating, shall have the appeal rights accorded under the APPR plan.

If the principal is rated as developing or ineffective again, the principal and Superintendent or designee will develop a new plan for the next 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 principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.

- III. **Resources:** Identify specific resources and support systems available to assist the principal to improve performance.
- IV. **Responsibilities:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the principal throughout the Plan.
- 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 PIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

Appeals Process

A. Right to Appeal

The principal may only appeal an APPR rating of “ineffective” or “developing.” A principal may file only one appeal from a single APPR.

The principal may only appeal an APPR based upon one or more of the following grounds:

- a. The substance of the APPR;
- b. The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in *Education Law* §3012-c and applicable rules and regulations;
- c. The District’s failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under *Education Law* §3012-c

An appeal must be submitted in writing within fifteen school days of the receipt of the APPR. The appeal shall be filed with the superintendent of schools.

The written appeal document must clearly identify the grounds for appeal and shall explain, in detail, why the appealing principal believes the APPR should be modified.

B. Review by APPR Appeals Committee

Appeals shall be referred for consideration to an APPR Appeals Committee, a committee made up of one member appointed by the superintendent of schools and one tenured administrator from within the District selected by the principal.

The APPR Appeals Committee shall convene to consider the appeal within ten school days of the filing of the appeal. It shall be the duty of the committee to answer the question, “Has the principal demonstrated that the APPR should be modified?” In the course of answering this question, the

committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to modify the APPR.

C. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either to uphold the APPR or modify the APPR. If the committee unanimously agrees on one of these choices, the committee shall give written notice of its decision to the appealing principal and the superintendent of schools, and the decision of the committee shall be final.

In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the superintendent of schools, who shall have final authority to resolve the appeal. The superintendent's decision shall be in writing and will have as attachments all of the committee members' written statements attached thereto.

D. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. There shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

Principal of Schenectady High School



Gregory Fields

Date 2/7/12

Schenectady City School District



John Yagielski, Interim Superintendent

Date 2/7/12