



YONKERS PUBLIC SCHOOLS

MEMORANDUM OF AGREEMENT

This Agreement is hereby made and entered into this 15th day of March 2012, by and between Yonkers Public Schools (“YPS”) and The Yonkers Council of Administrators (“YCA”). The terms of this agreement will expire on June 30, 2012, although the parties acknowledge that the results of State Assessments may not be available until after June 30, 2012 and therefore the Composite Scores for administrators may not be completed until such information is incorporated.

RECITALS

WHEREAS, the Superintendent of Schools and the YCA have met to review the existing evaluation procedures and relevant provisions of the existing negotiated agreement; and

WHEREAS, the purpose of this agreement is to implement the new APPR for the Administrator in Persistently Lowest Achieving Schools, Cross Hill Academy and Early College High School, for the 2011-2012 school year. Cross Hill Academy is a Turnaround School with grades PreK - 3, and 7 - 8. Early College High School is a Transformation School with grades 9 and 10; and

WHEREAS, Commissioner King has informed the YPS that funding has been suspended as of January 1, 2012 because the school districts and their bargaining units have not entered into formal agreement regarding implementation of Education Law 3012-c; and

WHEREAS, the parties have determined that certain existing provisions should be altered from the existing collective bargaining agreement to permit new procedures to be developed and implemented in accordance with Education Law 3012-c and accompanying regulations as amended by litigation; and

WHEREAS, the parties acknowledge that there is pending litigation regarding Education Law 3012-c and accompanying regulations and the parties further 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 document; and

WHEREAS, the parties subsequently negotiated the Annual Professional Performance Review (APPR) provisions as required in Education Law 3012-c of the Education Law and subpart 30-2 of the Rules of the Board of Regents (the “Rules”) and have reached a negotiated agreement to implement the APPR requirements; and

WHEREAS, the parties, by revising the current evaluation system, acknowledge a shared and collaborative responsibility to improve instructional practices, to focus on student achievement, to promote administrator development and collaboration among administrators, and to secure timely feedback for administrators; and

NOW, THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that: (1) the relevant provisions of the existing

Collective Bargaining Agreement (CBA) shall be modified as follows, and that (2) the implementation of APPR shall be as follows:

1. The information contained within this document, referred to as the YPS's Annual Professional Performance Review (APPR), was developed in accordance with Education Law 3012-c and Subpart 30-2 of the Rules of the Board of Regents and Section 100.2(0) of the Regulations of the Commissioner of Education, as amended by litigation, to enhance professional effectiveness and to positively impact our school environments.
2. This implementation plan will apply for the 2011-2012 school year only the parties will revise this Agreement as changes and/or directives are required by the State Education Department.
3. The parties agree to utilize the Kim Marshall Principal Evaluation Rubric for the evaluation of administrators. This provision will be periodically reviewed by both parties. This will count for sixty percent (60%) for Cross Hill Academy and eighty percent (80%) for Early College High School of the administrator evaluation. (See Appendix A)
 - (a) For Cross Hill Academy Grades K – 3, and 7 - 8, the administrator will receive a sixty percent (60%), twenty percent (20%), twenty percent (20%) composite score. Sixty percent (60%) will be based on the Kim Marshall Principal Evaluation Rubric, twenty percent (20%) on the 7th and 8th Grade NYS ELA and Math Assessments, and twenty percent (20%) on the Grade K-3 local assessment;
 - (b) For Early College High School Grades 9-10, the principal will receive an eighty percent (80%), twenty percent (20%) composite score. Eighty percent (80%) will be based on a composite of sixty percent (60%) using the Kim Marshall Principal Evaluation Rubric and twenty percent (20%) using the Administrator Professional Portfolio which is aligned and filtered through the Marshall Rubric, and twenty percent (20%) on the local state growth measure. (See Appendix A)
4. Where required by Law, the New York State growth measure as provided on state ELA and Math assessments will count as twenty percent (20%) for those grades for which it is both mandated and as available. At Cross Hill Academy Grades 7 - 8 New York State ELA and Math assessment growth measures will be used for 20% of the composite score for 7th and 8th grades.
5. Twenty percent (20%) of the composite effectiveness score will include student growth utilizing locally selected measures of student achievement or growth across all classrooms by grade level in both PLA schools and will be aligned with the HEDI criteria. Assurance is offered that the District developed assessments, when required, are rigorous and comparable growth measure assessments and in

accordance with the Commissioner's Regulations to meet local growth. (See Appendix B).

- (a) Cross Hill Academy grade K-3 teachers will use locally designed pre and post ELA and Math grade level assessments which are assured by the Superintendent to be both rigorous and comparable growth measure assessments;
 - (b) Early College High School will administer to all grade 9 students and will use a calculated growth measure for the New York State approved College Board Readiness-Assessment for all grade 9 teachers. This assessment has both a pre- and post-administration which will be used by the district;
 - (c) Early College High School will use the New York State approved PSAT for all grade 10 teachers. This assessment will be used with a pre-9th grade and post-10th grade which will be used by the district.
6. The parties agree that each administrator will receive through the Superintendent or his designee an Annual Evaluation resulting in a HEDI rating of "highly effective," "effective," "developing," or "ineffective."
7. Each principal receives a Midyear Review and a Professional Annual Evaluation. The Professional Annual Evaluation will be based on the Kim Marshall Principal Evaluation Rubric. The Superintendent or his/her designee will make at least one site visit to collect evidence to complete this evaluation. The evaluation will be completed by the Superintendent or his designee. (See Appendix C)

**PROCEDURES FOR APPEALING AN ANNUAL
PROFESSIONAL PERFORMANCE REVIEW**

1. During the 2011-2012 school years, the parties agree that ratings of “Developing” and “Ineffective” will become part of an administrator’s permanent personnel file.
 - (a.) Any administrator receiving a rating of “Developing” or “Ineffective” can request a meeting with the Superintendent to review the evaluation with the Superintendent or his designee.
 - (b.) The Yonkers Council of Administrators will represent the administrator at the meeting.
 - (c.) Documentation used in preparing and determining the rating will be provided to the YCA and the individual administrator receiving the evaluation with sufficient time prior to the scheduled meeting.
 - (d.) At the conclusion of the review, the original or revised evaluation will become part of the administrators permanent personnel file.
2. If an administrator is rated “Developing” or “Ineffective,” the parties agree to implement the agreed upon Administrator Improvement Plan. (See Appendix D)
3. The grievance and/or arbitration procedures in the negotiated agreement shall not be used to appeal or review an administrator’s performance review for APPR results conducted in the 2011-12 school year. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.
4. Nothing in this memorandum or in the APPR Plan shall abrogate the rights of the YPS, its Board of Education, and Superintendent of Schools to discontinue the employment of a probationary administrator in accordance with Education Law 3012-c or the collective bargaining agreement, as applicable, or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary administrator, and/or to deny tenure.

GENERAL CONDITIONS

In the event of a conflict between the provisions contained within this memorandum and those established in Education Law 3012-c, rules promulgated by the Board of Regents, regulations promulgated by the Commissioner of Education or State, as amended by litigation, statutory or regulatory requirements relating to administrator evaluation, such statute and/or regulations shall govern.

This agreement applies only to the schools cited herein and solely to clarify the matters involved. It shall not be construed as modifying the rights of the parties under the collective bargaining agreement. It is also expressly understood and agreed, as a condition to this Agreement, that neither this Agreement nor any part hereof, shall constitute or be construed to be precedent or prejudicial to the respective positions of the YPS or the YCA on any other matters.

This memorandum shall take effect as of the date of approval is completed by both parties and the date the memorandum is executed.

FOR THE YONKERS PUBLIC SCHOOLS:



Bernard P. Pierorazio, Superintendent of Schools

Dated: 3-15-12

FOR THE YONKERS COUNCIL OF ADMINISTRATORS:



Charles Whelan, YCA President

Dated: 3-15-12

APPENDIX A

- Kim Marshall Principal Evaluation Rubric
- Administrator's Summary Sheet and Composite Score Rating Sheet
- Portfolio Accountability



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

The principal:		4 Highly Effective	3 Effective	2 Developing	1 Ineffective
a. Team	Utilizes a strong leadership team and develops its skills and commitment to a high level.	Utilizes 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 daily with a list of tasks that need to be accomplished that week 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 reliable 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 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.	

*NA Allowed

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 years and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-years test data and asks them to assess students' current levels.	Refers teachers to previous-years test data as a baseline for current-year instruction.	Does not provide previous-years 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 district-provided high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective district-provided curriculum materials and technology.	Works to procure good district-provided curriculum materials.	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 several 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:				
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 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 or unit plans.	Does not review lesson or unit plans.
g. Evaluation	Ensures that monthly classroom visits are made and gives helpful, face-to-face feedback to each teacher on a timely basis.	Makes unannounced visits to classrooms 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 recommends for dismissal all ineffective teachers, scrupulously following contractual requirements.	Counsels out or recommends for dismissal most ineffective teachers, following contractual requirements.	Tries to recommend dismissal of 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.

*NA Allowed

Overall rating: ____ Comments:

E. Discipline and Family Involvement

	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
The principal:				
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 school newsletters, gets all teachers sending regular updates, and organizes a user-friendly communication program.	Sends home school newsletters 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 that boost student learning.	Suggests effective macro strategies 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:



YONKERS PUBLIC SCHOOLS

Administrative Professional Annual Evaluation Summary 2011- 2012

Assess the Administrator in all sections as related to the Administrator Performance Standards. Based on the evidence gathered through site visits, conferences and data note the level of performance as described by the performance rating scale. All components in each section must be rated. Complete a general narrative which should include and support your rating. Rate each section according to District's expectations.	Rating Scale: HE = Highly Effective E = Effective D = Developing I = Ineffective	Attendance Sick _____ Personal _____ Conference _____ Bereavement _____ Early Dismissal _____ Days Tardy _____
	Name _____ School _____	School Year _____
<input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure	Date of Tenure _____	

A. Diagnosis and Planning				
	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Team				
Diagnosis				
Gap				
Mission				
Target				
Theory				
Strategy				
Support				
Enlisting				
Revision				
Total Points + 10 = Section A Point Totals				

B. Priority Management and Communication				
	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Planning				
Communication				
Outreach				
Follow-Up				
Expectation				
Delegation				
Meeting				
Prevention				
Efficiency				
Balance				
Total Points + 10 = Section B Total Point				

C. Curriculum and Data				
	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Expectation				
Baselines				
Targets				
Materials				
Interims				
Analysis				
Causes				
Follow-Up				
Monitoring				
Celebrations				
Total Points + 10 = Section C Total Point:				

D. Supervision, Evaluation, and Professional Development				
	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Meetings				
Ideas				
Development				
Empowerment				
Support				
Units				
Evaluation				
Criticism				
Housecleaning				
Hiring				
Total Points + 10 = Section D Total Point:				

E. Discipline and Family Involvement				
	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Expectations				
Effectiveness				
Celebrations				
Training				
Support				
Openness				
Curriculum				
Conferences				
Communication				
Safety-Net				
Total Points + 10 = Section E Total Point:				

F. Management and External Relations

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Strategies				
Scheduling				
Movement				
Custodians				
Transparency				
Bureaucracy				
Budget				
Compliance				
Relationships				
Resources				
Total Points + 10 = Section F Total Point				



YONKERS PUBLIC SCHOOLS

Administrative Professional Annual Evaluation Summary 2011- 2012

<p>Assess the Administrator in all sections as related to the Administrator Performance Standards. Based on the evidence gathered through site visits, conferences and data note the level of performance as described by the performance rating scale.</p> <p>All components in each section must be rated. Complete a general narrative which should include and support your rating. Rate each section according to District's expectations</p>	<p>Rating Scale:</p> <p>HE = Highly Effective E = Effective D = Developing I = Ineffective</p>	<p>Attendance:</p> <p>Sick _____ Personal _____ Conference _____ Bereavement _____ Days Tardy _____</p>
Name _____	SCHOOL YEAR _____	
School _____		
<input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure	Date of Tenure _____	

MARSHALL ADMINISTRATOR RUBRIC SUMMARY	
ASSESSMENT OF ADMINISTRATOR RUBRIC ELEMENTS	ELEMENT SCORES FROM RUBRIC
Element A: Diagnosis and Planning	
Element B: Priority Management and Communication	
Element C: Curriculum and Data	
Element D: Supervision, Evaluation and Professional Development	
Element E: Discipline and Family Involvement	
Element F: Management and External Relations	
Subtotal ÷ 6 = Total	
TOTAL SCORE	



YONKERS PUBLIC SCHOOLS

Administrative Professional Annual Evaluation Summary 2011- 2012

<p>Assess the Administrator in all sections as related to the Administrator Performance Standards. Based on the evidence gathered through site visits, conferences and data note the level of performance as described by the performance rating scale.</p> <p>All components in each section must be rated. Complete a general narrative which should include and support your rating. Rate each section according to District's expectations</p>	<p>Rating Scale:</p> <p>HE = Highly Effective E = Effective D = Developing I = Ineffective</p>	<p>Attendance:</p> <p>Sick _____ Personal _____ Conference _____ Bereavement _____ Days Tardy _____</p>
Name _____	SCHOOL YEAR _____	
School _____	_____	
<input type="checkbox"/> Tenure <input type="checkbox"/> Non-Tenure	Date of Tenure _____	

MARSHALL ADMINISTRATOR RUBRIC SUMMARY	
ASSESSMENT OF ADMINISTRATOR RUBRIC ELEMENTS	ELEMENT SCORES FROM RUBRIC
Element A: Diagnosis and Planning	
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Element C: Curriculum and Data	
Element D: Supervision, Evaluation and Professional Development	
Element E: Discipline and Family Involvement	
Element F: Management and External Relations	
Subtotal ÷ 6 = Total	
TOTAL SCORE	

APPENDIX A (con't)

**Administrator's
Professional
Portfolio
Assessment**

Administrator's Portfolio Assessment Rating Scale 20%

For the 2011-12 School Year it has been agreed by the Yonkers Public Schools and the Yonkers Council of Administrators agree that the Administrator's Portfolio will be rated and count up to 20% of their overall rating score.

Administrator's Professional Portfolio:

Each building administrator is expected to maintain a Professional Portfolio for the year. This document will be their self evaluation and their evidence collection of each area they will be evaluated on for the year. The Portfolio will consist of the follow sections:

- Diagnosis and Planning
- Management and Communication
- Curriculum and Data
- Supervision, Evaluation, Professional Development
- Discipline, Family Involvement and External Relations

Area	Points Equated to this section	Demonstrates Evidence In:
Diagnosis and Planning	1 - 4	<ul style="list-style-type: none"> -Strong leadership team -stakeholders schools strengths and weaknesses -strong staff commitment -research based interventions for improved instruction -strategic plan with goals -achieving goals -manages resistive staff
Management and Communication	1 - 4	<ul style="list-style-type: none"> -effective planning long range and short term -Communicates goals to all Constituencies -expectations for management issues -delegation -successful meetings -prevention of crisis -effectively answers Communications -meaningful and effective

		<p>Schedule -manages budget</p>
Curriculum and Data	1 - 4	<ul style="list-style-type: none"> -standard aligned grade level goals -use of summative data -reaches achievement targets -use of appropriate curriculum materials for all staff -use of interim assessments -maintains a high quality data team -celebrations of achievement and excellence -use of data to drive instruction and monitor improvement -intervention strategies
Supervision, Evaluation, Professional Development	1 - 4	<ul style="list-style-type: none"> -conduct meaning professional development -explores best practices -uses coaching, mentoring and other professional learning as needed -data ownership -team meetings -common planning curriculum alignment -meets walk-through and observation requirements -create teacher Improvement plans -supports highly effective teachers
Discipline, Family Involvement and External Relations	1 - 4	<ul style="list-style-type: none"> -positive student behavior -use of RTI -deals with student discipline -trains staff to deal with disruptive students -supports for high-need students -Parent partnerships -communicates openly with all stakeholders -report cards, progress reports, parent conferences -newsletter, grade level publications -effective programs for all students -builds strong relationships -all reports and documents in a timely manner Maintains a neat and orderly environment

Administrator's Professional Portfolio Rating:

<u>Portfolio Rating: 20 %</u>	
Area:	Score:
Diagnosis and Planning	
Management and Communication	
Curriculum and Data	
Supervision, Evaluations, Professional Development	
Discipline, Family Involvement and External Relations	
Total Score:	

Highly Effective (16 - 20)

Effective (12 – 15)

Developing (5 - 11)

Ineffective (0 – 4)

Appendix B

Locally Selected Assessments

- Yonkers Public Schools Grade Level ELA Assessment
- Yonkers Public Schools Grade Level Math Assessment
- PSAT and READISTEP Assessment
- HEDI Scale

**LOCALLY SELECTED ASSESSMENT/ STATE GROWTH
REQUIREMENT**

**BASED ON THE PERCENTAGE OF STUDENTS MEETING AND
SHOWING GROWTH ON LOCALLY SELECTED ASSESSMENTS**

RATING SCALE:

	Percentage of Students Demonstrating Growth through Local Assessments	Percentage or Points Awarded or Associated
Highly Effective (18-20)	85 - 100%	18 - 20
Effective (12-17)	65 – 84%	12 – 17
Developing (3-11)	30 - 64%	3 – 11
Ineffective (0-2)	0 – 29%	0 – 2

Growth and HEDI Scores Based on the average growth between the Pre- and Post-Local Assessments	YPS LOCAL GROWTH MEASURE BASED ON CLASS AVERAGE GROWTH SCORE BETWEEN THE “PRE” AND THE “POST” LOCAL ASSESSMENTS			
	Highly Effective	Effective	Developing	Ineffective
	_____	_____	_____	_____
	18-20 Points	12-17 Points	3-11 Points	0- 2 Points
85 -100% of the students demonstrate 10% average growth	65-84 % of the students demonstrate 10% average growth	30-64% of the students demonstrate 10% average growth	0-29% of the students demonstrate 10% average growth	

College Board Readiness Step and PSAT Assessments-

Readiness Step is an assessment that measures skills students need to be on track for college success. It consists of three multiple choice sections – reading, writing and mathematics. It provides insight into students' academic progress and growth and also equips educators with tools they can use to make informed decisions about instruction. The results will indicate both in the Fall and Spring how the student is performing on different skills as well as compare them to the other students on the grade level.

PSAT -The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

Based on an average composite score of the three subtests of these College Board Assessments:

- Critical Reading
- Writing Skills
- Mathematics

Conversion Table: From College Board Readiness-Step Assessment

Average Results on the Readiness Step Assessment	Overall Student Rating
7.0 – 8.0	Exemplary
5.1 - 6.9	Proficient
3.1 - 5.0	Progressing
2.0 - 3.0	Does Not Meet Standards

Conversion table: From the College Board PSAT

Average Results on the PSAT Assessment	Overall Student Rating
651 – 800	Exemplary
501 - 650	Proficient
300 - 500	Progressing
200 - 300	Does Not Meet Standards

RATING SCALE:

	Percentage Increase of Students Showing Growth on the College Board Readiness and PSAT (Pre- and Post-Assessment)	Percentage or Points Awarded To Staff
Highly Effective (18-20)	8.5 % +	10%+ - 20 9 % - 19 8.5% - 18
Effective (12-17)	6.5 – 8.4 %	8.4% - 17 8% - 16 7.75%- 15 7.25% - 14 7% - 13 6.5 % 12
Developing (3-11)	3.5 – 6 %	6.4% - 11 6.0% - 10 5.75%- 9 5.25% - 8 5.0% - 7 4.75% - 6 4.25% - 5 4.0% - 4 3.5% - 3
Ineffective (0-2)	0 – 3%	3% - 2 1 - 2% - 1 0 %- 0

Appendix C

- Mid-Year Administrator's Review
- School Site Visits
- Administrator's End of the Year Professional Annual Evaluation (Kim Marshall)

Mid Year Review:

The Administrator's Mid-Year review consists of a review of the first half of the school year. The areas are aligned to the ISLLC Standards. Each administrator has a formal meeting with designated Central Office supervisors to discuss the goals and discuss their achievement toward these goals.

Their Professional Portfolio will also be reviewed at this time but not rated until June.

See attached sample form.

Administrative Professional Annual Evaluation

The Marshal Rubric, an approved New York State Rubric for the new APPR mandates will be used.

Please see Appendix A



YONKERS PUBLIC SCHOOLS

Building Administrator Mid-Year Performance Review

Administrator _____ **Supervisor(s)** _____
Title _____ **Title(s)** _____
School _____ **Review Period** _____
Date of Appointment _____ **(From)** _____ **(To)** _____

The purpose of this review is to enhance the effectiveness of an administrator in making a contribution towards advancing the vision and mission of both the district and your school.

SECTION I:

<p>LEARNER CENTERED LEADERSHIP:</p> <ul style="list-style-type: none"> • The Building Administrator is an educational leader who facilitates the development, implementation and communication of the shared mission, vision and goals of learning that reflects excellence and equity for students. • Emphasis on curriculum and instructional improvement. • Supervision and evaluation of staff. • Provides staff professional development. 	
<p>LEARNER CENTERED CLIMATE:</p> <ul style="list-style-type: none"> • The Building Administrator is an educational leader who helps create a climate of teaching and learning. • Uses communication skills that are clear, and direct. • Maintains safe, secure and orderly school environment. • Effective decision making. 	
<p>ADMINISTRATION AND MANAGEMENT:</p> <ul style="list-style-type: none"> • Personnel selection/management function. • Implements effective fiscal management, legal and policy requirements. • Level of knowledge of ancillary programs (PPS, Transp., Food Services). • Achieve high student and staff attendance. • Utilizes resources to reduce annual drop-out rate (interventions). 	

<p>EQUITY AND APPRECIATION OF DIVERSITY:</p> <ul style="list-style-type: none"> • The Building Administrator is an educational leader who fosters equity within programs and learning opportunities for student, staff and parents. • Appreciation for diversity. 	
<p>RELATIONSHIP WITH COMMUNITY:</p> <ul style="list-style-type: none"> • The Building Administrator promotes partnerships among staff, parents, businesses and the community. • Assesses the needs of parents and community and involves them in decision making. 	
<p>FULFILLMENT OF ACCOUNTABILITY GOALS, PROFESSIONAL GOALS AND ACHIEVEMENT TARGETS (CEP):</p> <ul style="list-style-type: none"> • The Building Administrator develops and implements Accountability Goals, Professional Goals and Achievement Targets (CEP) 	

Supervisor's Comments: (Attach additional signed and dated pages if necessary)

Supervisor's Signature _____ Date _____

Administrator's Comments: (Attach additional signed and dated pages if necessary)

Administrator's Signature _____ Date _____

Copies to: Administrator
Personnel
Superintendent

Performance Criteria**VISION:**

- Supports the district's vision that is reflected in the departmental plan.
- Continuously revises and monitors the departmental plan using assessment data related to student learning and achievement.
- Monitors departmental plan to achieve the district's vision and goals.

LEADERSHIP/ ACCOUNTABILITY:

- Demonstrates competence in skills and knowledge of responsibility.
- Understands job requirements, internal or external procedures, and regulations.
- Interacts with and supports other areas of the district.
- Speaks, writes, and presents effectively.
- Interacts professionally with staff, parents and students.
- Keeps appropriate people informed on status of projects and key issues.
- Is results oriented and assumes responsibility and accountability for own work.
- Responds appropriately to internal and/or external requests for assistance.
- Demonstrates initiative and flexibility.
- Exercises sound judgment.
- Sets a positive example.
- Maintains high ethical standards.
- Plans, organizes work, and delegates.
- Coordinates and effectively uses time.
- Counsels, develops, evaluates and promotes subordinates effectively.
- Monitors the alignment of assigned programs to achieve high performance.
- Involves stakeholders in planning and decision-making.
- Seeks and supports internal and external partnerships aligned to local and state goals.
- Responds promptly to issues, works to achieve consensus, and communicates resolutions.

HIGH STUDENT PERFORMANCE:

- Assists schools in meeting their growth standards.
- Assists in the development of rigorous and relevant academic standards and assessment systems that ensure mastery of essential knowledge and skills by every student and that are aligned to the New York State Standards and the Yonkers Core Curriculum.
- Monitors and evaluates the effectiveness of school programs and assists schools in making modifications where needed.

PROFESSIONAL AND PERSONAL DEVELOPMENT:

- Provides awareness of and opportunities for staff to continue professional learning and growth.
- Draws upon current research and best practices to develop and promote professional development opportunities aligned to the district's vision and goals.
- Models continuous learning and promotes the professional growth of self and others.

EDUCATIONAL CLIMATE:

- Works effectively in a team environment.
- Interacts with coworkers in a positive and cooperative manner.
- Helps develop the shared understandings and values which lead to a learning environment of openness, fairness, mutual respect, support, and inquiry.
- Manages and resolves conflicts and crises promptly and effectively.
- Models and supports self-discipline and responsibility.
- Demonstrates and models respect for students, teachers, administrators, parents, and community members.
- Is aware of and sensitive to needs of others.
- Considers both sides of an issue before taking action.
- Maintains cooperative and effective working relationships.

APPENDIX D

Administrator's Improvement Plan



YONKERS PUBLIC SCHOOLS

ADMINISTRATOR'S IMPROVEMENT PLAN

This document will be used when a building administrator receives a "Developing" or "Ineffective" rating on their Annual Professional Evaluation.

Administrator's Name: _____

School: _____

School Year: _____

Administrator's Signature: _____ Date _____

Supervisor's Signature: _____ Date: _____

Administrator's Improvement Plan/ Yonkers Administrator's Support Plan

If an administrator is rated "Ineffective" or "Developing" after their Annual Evaluation an Administrator's Support Plan must be developed for the following school year. The supervisor and administrator will meet to develop the Support Plan at a mutually agreed upon time. Both parties may choose other district support staff but not limited representative union representative, etc.

The Support Plan/ Improvement Plan will include:

Performance Indicators to Improve - identify the areas of need as perceived by the administrator and supervisor.

Activities – determine the specific Improvement Targets/Activities to be carried out during the school year to meet the specific needs identified.

Supervisor's Responsibilities – identify the tasks the supervisor is responsible for implementing in the plan.

Administrator's Responsibilities – identify the tasks the Administrator is responsible for implementing in the plan.

Timeline – The supervisor and administrator jointly develop the timeframe in which the activities are to be implemented or completed.

When the plan is completed both parties maintain a copy for easy reference. Review meetings are held throughout the year to determine the teacher's progress of the implementation of the plan as well if any adjustments that should be made to the plan..

Yonkers Public Schools
 Administrator Support Plan For Growth – Form I

Administrator's Name: _____

School: _____ Date: _____

	As Perceived by Administrator	As Perceived by Supervisor
PERFORMANCE INDICATORS TO BE IMPROVED:		
IMPROVEMENT TARGETS/ACTIVITIES:		
ADMINISTRATOR RESPONSIBILITY:		
SUPERVISOR'S RESPONSIBILITY:		
TIMELINE:		

PARTICIPANTS DURING INITIAL PLANNING MEETING
Administrator Signature:
Supervisor's Signature:
Other Participants' Signature(s):

**YONKERS PUBLIC SCHOOLS ADMINISTRATOR SUPPORT PLAN FOR
GROWTH- Form II**

REVIEW MEETING # _____ Date : _____	
PERFORMANCE INDICATORS TO BE IMPROVED: Follow up Discussion	
Positive/ Improved Growth Area(s):	
Supervisor's Comments:	
Administrator's Comment	
Nest Steps(if any):	
Signatures:	Administrator: Supervisor:

