

**HARRISON CENTRAL SCHOOL DISTRICT**  
**ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR) PLAN**  
**STATUS AS OF SEPTEMBER 1, 2011**

New York State has required the implementation of an APPR plan for teachers and principals since 1999. The District has dutifully complied with the existing law, and has in place an APPR Plan for both teachers and principals. Effective July 1, 2010, section 3012c of Education Law was enacted, which amends the existing APPR requirements previously required by the Regulations of the Commissioner of Education in 8 NYCRR 100.2. The new statute, 3012-c of the Education Law, significantly modifies teacher and principal evaluations.

In the spring of 2010, the Commissioner of Education, prior to the adoption of Education Law Section 3012-c, adopted an amendment to the then existing APPR regulations (8 NYCRR 100.2), which required the use of four categories of teacher performance: "ineffective, developing, effective and highly effective," as well as requiring the use of student performance, effective in 2010, as a criterion for teacher evaluation.

Following the adoption of Education Law 3012-c, the Board of Regents adopted 8 NYCRR 30-2, again amending the Commissioner's APPR requirements establishing changes to the existing APPR requirements. These changes include the establishment of a composite effectiveness score, the introduction of student performance measured by both state and local assessment as criteria for teacher and principal evaluation and the adoption of a required rubric for teacher and principal evaluation, among other provisions. The May 2011 amendments also included the following provision:

*To the extent that any of the items required to be included in the annual professional performance review plan are not finalized by September 1, 2011, as a result of pending collective bargaining negotiations, the plan shall identify those specific parts of the plan and the school district shall file an amended plan upon completion of such negotiations.*

In addition this legislation, Education Law Section 3012-c, contains a "safe harbor" provision which provides:

*Nothing in this section shall be construed to abrogate any conflicting provision of any collective bargaining agreement in effect on July first, two thousand ten during the term of such agreement and until the entry into a successor collective bargaining agreement, provided that notwithstanding any prior provision of law to the contrary, upon expiration of such term and the entry into a successor collective bargaining agreement the provisions of this section shall apply.*

A successor collective bargaining agreement between the Harrison Association of Teachers and the District was agreed to on June 30, 2010 and remains in effect until June 30, 2015. Additionally, a successor collective bargaining agreement between the Harrison Association of Administrators and the District was agreed to on April 6, 2011 and remains in effect until June 30, 2016. Accordingly, the practical effect of the above quoted "safe harbor" statutory provision is to require that Harrison's current teacher APPR plan remains in effect until the labor contract between the District and the Harrison Association of Teachers expires and a change is negotiated. Further, the practical

effect of the above quoted statutory provision for the Harrison Association of Administrators is that the current APPR plan applicable to administrators remains in effect until the parties complete negotiations concerning the negotiable APPR components. The District and the Harrison Association of Administrators have begun the necessary negotiations as per the attached Administrative Design Team Timeline attached hereto.

Until a new APPR plan is established for both teachers and principals, the District's current APPR, a copy of which is attached hereto, will remain in effect. The District will commence negotiations with the Harrison Association of Teachers to develop the new APPR as a part of the negotiations for a successor collective bargaining agreement.

Provisions of the teacher and principal APPR plans that are inconsistent with the requirements of Section 3012-c of the Education Law and the Commissioner of Education Regulations contained in 8 NYCRR 30-2 and 8 NYCRR 100.2, but will remain in effect pursuant to the safe harbor provision of the statute relate to:

- Quality rating categories and the minimum and maximum scores for placement within such categories
- The utilization of the APPR in making employment decisions
- Categories for professional evaluation
- Intervention and improvement plans

Upon completion of negotiations with the Harrison Association of Teachers and the Harrison Association of Administrators respecting the negotiation mandates of Education Law Section 3012-c, 8 NYCRR 30-2, and 8 NYCRR 100.2, the District will promulgate compliant APPR plans and the Board will act upon the adoption of such APPR plans for its teachers and principals.



## Harrison Central School District Principal Annual Professional Performance Review

Effective with the 2011-12 school year, New York State Law 3012-c and the accompanying Commissioner's Regulations related to the new Annual Professional Performance Review (APPR) require K-8 principals to be evaluated according to certain criteria, which include student performance data and standards established through negotiations between the district and the administrators' association. The law further requires that this negotiated APPR be applied to all principals, effective with the 2012-13 school year. To ensure compliance with this requirement, the district shall form an administrative evaluation design team, whose charge is to develop an evaluation protocol that:

- Reflects research-based best practices related to school leadership and administrative evaluation
- Provides a standards-based and evidence-specific framework for providing evaluative feedback to administrators about their performance and to promote their professional growth
- Addresses both the technical and adaptive dimensions of effective leadership
- Reflects, and is responsive to, the range of K-12 principal roles and responsibilities within the district
- Complies with the APPR requirements established by New York State Law and Commissioner's Regulations

### Design Team Composition & Time Line

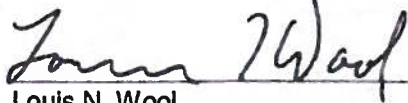
The Administrator Evaluation Design Team will consist of representatives from the Harrison Administrators' Association, as selected by the HAA Executive Board, and the Superintendent and/or his designee(s). The design team will meet on an accelerated time line to accomplish the following:

August	Review design team charge; identify additional interests/foci for the design team's work; review 3012-c and related regulations; develop a plan for reviewing the research and exemplars related to school leadership and administrative evaluation; develop a rubric aligned to the ISLLC standards and submit a rubric variance application
September	Review feedback from SED regarding rubric variance application; identify the data sources and develop draft protocols associated with the other 3012-c requirements
October	Solicit input from the broader leadership team through a peer review process and make final revisions to the rubric and the evaluation protocol
November	Finalize the evaluation protocol & present the evaluation protocol to the Board of Education for discussion and adoption


### Research & Related Resources

The design team shall include a review of current research and related resources on the evaluation of educational leaders, including but not limited to:

- New York State Law 3012-c and related Commissioner's Regulations.
- Guidance on New York State's Annual Professional Performance Review law & Regulations, NYSED: <http://usny.nysed.gov/rtt/teachers-leaders/fieldguidance.pdf>.
- *Educational Leadership Policy Standards: ISSLC 2008*. Council of Chief State School Officers, Washington, DC, 2008.
- NYSED Approved Teacher and principal Practice Rubrics: <http://usny.nysed.gov/rtt/teachers-leaders/practicerubrics/>.
- Reeves, Douglas. *Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results*. Corwin Press, Thousand Oaks, CA, 2009.
- Marzano, Robert; Waters, Timothy; McNulty, Brian A. *School Leadership That Works: From Research to Results*. ASCD: Alexandria, VA, 2005.

  
Louis N. Wool  
Superintendent of Schools

  
Date

  
Robert Kalman  
HAA President

  
Date

Harrison Central School District  
ANNUAL EVALUATION REPORT

ADMINISTRATOR	ASSIGNMENT	STATUS (Check)		
SCHOOL		[ ] Tenure [ ] Prob [ ] Reg Sub [ ] Part-time		
		Probationary (Check): 1 2 3		
		Date of End-of-Year Conference:		
ADMINISTRATOR				Date
Signature indicates receipt of this report				
IMMEDIATE SUPERVISOR				Date

This Annual Evaluation Report is to be completed in narrative and check-list form. Place an (X) in one of the five (5) columns at the right. Narrative description is required in any case where **Distinguished, Requires Improvement or Unsatisfactory** is indicated.

**A. LEADERSHIP SKILLS**

	Distinguished	Proficient	Requires Improvement	Unsatisfactory	Not Applicable
1. Shows sound judgment, initiative and creativity required of a person in this position.					
2. Demonstrates decision making ability, yet delegates authority and responsibility where appropriate.					
3. Develops, maintains and articulates a clear sense of unit or school's mission.					
4. Is able to put leadership theory into successful practice.					
5. Engages in both short and long-term planning and establishes priorities.					
6. Demonstrates initiative in resolving problems.					
7. Demonstrates ability to speak and write effectively.					
Narrative:					

**B. ORGANIZATION AND ADMINISTRATION**

	Distinguished	Proficient	Requires Improvement	Unsatisfactory	Not Applicable
1. Adheres to, interprets and enforces school/district policy.					
2. Sets deadlines and submits reports and proposals that are complete, accurate and on time.					
3. Participates in administrative meetings and helps the team to solve problems and read objectives.					
4. Anticipates possible conflict situations and develops preventative measures or creative solutions.					

5. Manages the budget for unit or school including making recommendations, following procedures, and maximizing resources.					
6. Maintains a safe and efficient operation of department or school.					
Narrative:					

**C. CURRICULUM AND INSTRUCTION**

	Distinguished	Proficient	Requires Improvement	Unsatisfactory	Not Applicable
1. Demonstrates knowledge of curriculum trends.					
2. Uses achievement and diagnostic test data to plan for curriculum needs.					
3. Demonstrates follow-through on program implementation tasks.					
4. Initiates program evaluations within the school/unit as required by the Superintendent/Supervisor or as determined by the needs of the school community.					
5. Develops an organized teacher training program related to unit/school program needs.					
6. Organizes curriculum meetings to meet unit/school instructional priorities.					
7. Ensures that the needs of all students in the unit/school are met through modification of curriculum and instruction.					
Narrative:					

**D. PERSONNEL MANAGEMENT**

	Distinguished	Proficient	Requires Improvement	Unsatisfactory	Not Applicable
1. Makes sound recommendations with regard to the selection, assignment and employment of personnel.					
2. Orients personnel to job responsibilities, work standards and organizational goals.					
3. Encourages staff in-service education and professional growth.					
4. Evaluates the performance of all personnel for whom he/she has supervisory responsibility.					
5. Resolves personnel problems and manages employee conflicts.					
6. Develops unit/school employee relations program, including knowledge of employee contracts and grievance administration.					
Narrative:					

**E. SCHOOL/COMMUNITY RELATIONS**

	Distinguished	Proficient	Requires Improvement	Unsatisfactory	Not Applicable
1. Promotes constructive relationships between the school/district and community.					
2. Interprets school and district educational goals and programs to the public, parents, teachers and students.					
3. Anticipates community and parental concerns and responds to complaints and inquiries.					
4. Develops and provides for programs designed to promote school/community relations.					
5. Keeps immediate supervisor informed of programs and activities related to area of responsibility.					
Narrative:					

**F. PROFESSIONAL GROWTH**

	Distinguished	Proficient	Requires Improvement	Unsatisfactory	Not Applicable
1. Accepts constructive criticism and considers advice and suggestions from others.					
2. Develops and maintains a plan for self-improvement which fosters personal goals which are compatible with organization goals.					
3. Attends workshops, professional meetings, and conferences.					
4. Contributes to school and district professional meetings.					
5. Demonstrates growth in professional expertise related to position.					
Narrative:					

**SUMMARY**

[ ] Satisfactory      [ ] Unsatisfactory

Adoption date: \_\_\_\_\_

**HARRISON CENTRAL SCHOOL DISTRICT**  
Annual Evaluation Report

<b>Teacher</b>
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TEACHER	ASSIGNMENT	STATUS (CHECK) <input type="checkbox"/> Tenure <input type="checkbox"/> Probationary <input type="checkbox"/> Reg. Sub. <input type="checkbox"/> Part-Time Probationary Year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Date of End of Year Conference:
SCHOOL		
SUPERVISOR/ADMINISTRATOR		DATE
TEACHER'S SIGNATURE		DATE
SIGNATURE INDICATES RECEIPT OF THIS REPORT		

This Annual Evaluation Report is to be completed in narrative and checklist form. Place a single check (✓) in one of the four columns to the right for each component. Narrative description is required in the case of a 1, 2, or 4 rating.  
Evaluate performance using the following responses:

(1) Unsatisfactory      (2) Basic      (3) Proficient      (4) Distinguished

Domain 1: Planning & Preparation	1	2	3	4
1. Demonstrating knowledge of content and pedagogy <ul style="list-style-type: none"> <li>▪ Knowledge of content and structure of the discipline</li> <li>▪ Knowledge of prerequisite relationships</li> <li>▪ Knowledge of content related pedagogy</li> </ul>				
2. Demonstrating knowledge of students <ul style="list-style-type: none"> <li>▪ Knowledge of child and adolescent development</li> <li>▪ Knowledge of the learning process</li> <li>▪ Knowledge of students' skills, knowledge, and language proficiency</li> <li>▪ Knowledge of students' interests and cultural heritage</li> <li>▪ Knowledge of students' special needs</li> </ul>				
3. Setting instructional outcomes <ul style="list-style-type: none"> <li>▪ Value, sequence and alignment</li> <li>▪ Clarity</li> <li>▪ Balance</li> <li>▪ Suitability for diverse learners</li> </ul>				
4. Demonstrating knowledge of resources <ul style="list-style-type: none"> <li>▪ Resources for classroom use</li> <li>▪ Resources to extend content, knowledge, and pedagogy</li> <li>▪ Resources for students</li> </ul>				
5. Designing coherent instruction <ul style="list-style-type: none"> <li>▪ Learning activities</li> <li>▪ Instructional materials and resources</li> <li>▪ Instructional groups</li> <li>▪ Lesson and unit structure</li> </ul>				
6. Designing student assessments <ul style="list-style-type: none"> <li>▪ Congruence with instructional outcomes</li> <li>▪ Criteria and standards</li> <li>▪ Design and formative assessments</li> <li>▪ Use for planning</li> </ul>				

**NARRATIVE:**

<b>Domain 2: Classroom Environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Creating an environment of respect and rapport <ul style="list-style-type: none"> <li>▪ <i>Teacher interaction with students</i></li> <li>▪ <i>Student interactions with other students</i></li> </ul>				
2. Establishing a culture of learning <ul style="list-style-type: none"> <li>▪ <i>Importance of the content</i></li> <li>▪ <i>Expectations for learning and achievement</i></li> <li>▪ <i>Student pride in work</i></li> </ul>				
3. Managing classroom procedures <ul style="list-style-type: none"> <li>▪ <i>Management of instructional groups</i></li> <li>▪ <i>Management of transitions</i></li> <li>▪ <i>Management of materials and supplies</i></li> <li>▪ <i>Performance of non-instructional duties</i></li> <li>▪ <i>Supervision of volunteers and paraprofessionals</i></li> </ul>				
4. Managing student behavior <ul style="list-style-type: none"> <li>▪ <i>Expectations</i></li> <li>▪ <i>Monitoring of student behavior</i></li> <li>▪ <i>Response to student misbehavior</i></li> </ul>				
5. Organizing physical space <ul style="list-style-type: none"> <li>▪ <i>Safety and accessibility</i></li> <li>▪ <i>Arrangement of furniture and use of physical resources</i></li> </ul>				

**NARRATIVE:**



<b>Domain 3 : Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Communicating with students <ul style="list-style-type: none"> <li>▪ <i>Expectations for learning</i></li> <li>▪ <i>Directions and procedures</i></li> <li>▪ <i>Explanations of content</i></li> <li>▪ <i>Use of oral and written language</i></li> </ul>				
2. Questioning and discussion techniques <ul style="list-style-type: none"> <li>▪ <i>Quality of questions</i></li> <li>▪ <i>Discussion techniques</i></li> <li>▪ <i>Student participation</i></li> </ul>				
3. Engaging students in learning <ul style="list-style-type: none"> <li>▪ <i>Activities and assignments</i></li> <li>▪ <i>Grouping of students</i></li> <li>▪ <i>Instructional materials and resources</i></li> <li>▪ <i>Structure and pacing</i></li> </ul>				
4. Using assessments in instruction <ul style="list-style-type: none"> <li>▪ <i>Assessment criteria</i></li> <li>▪ <i>Monitoring of student learning</i></li> <li>▪ <i>Feedback to students</i></li> <li>▪ <i>Student self-assessment and monitoring of progress</i></li> </ul>				
5. Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> <li>▪ <i>Lesson adjustment</i></li> <li>▪ <i>Response to students</i></li> <li>▪ <i>Persistence</i></li> </ul>				

**NARRATIVE:**

<b>Domain 4: Professional Responsibilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Reflecting on teaching <ul style="list-style-type: none"> <li>▪ Accuracy</li> <li>▪ Use in future teaching</li> </ul>				
2. Maintaining accurate records <ul style="list-style-type: none"> <li>▪ Student completion of assignments</li> <li>▪ Student progress in learning</li> <li>▪ Non-instructional records</li> </ul>				
3. Communicating with families <ul style="list-style-type: none"> <li>▪ Information about the instructional program</li> <li>▪ Information about individual students</li> <li>▪ Engagement of families in the instructional program</li> </ul>				
4. Participating in a professional community <ul style="list-style-type: none"> <li>▪ Relationships with colleagues</li> <li>▪ Involvement in a culture of professional inquiry</li> <li>▪ Service to the school</li> <li>▪ Participation in school and district projects</li> </ul>				
5. Growing and developing professionally <ul style="list-style-type: none"> <li>▪ Enhancement of content knowledge and pedagogical skill</li> <li>▪ Receptivity to feedback from colleagues</li> <li>▪ Service to the profession</li> </ul>				
6. Showing professionalism <ul style="list-style-type: none"> <li>▪ Integrity and ethical conduct</li> <li>▪ Service to students</li> <li>▪ Advocacy</li> <li>▪ Decision making</li> <li>▪ Compliance with school and district regulations</li> </ul>				

**NARRATIVE:**

**SUMMARY:**

**OVERALL PERFORMANCE**

Satisfactory

Unsatisfactory

**RECOMMENDATION TO THE SUPERINTENDENT FOR RE-EMPLOYMENT**

**DIRECTIONS:** The information below to be completed for non-tenured employees only.

Recommended for continued Employment:

Not Recommended for continued Employment: