



2024

EVALUATION PROCESS

for Sweet Home Teachers and
Administrators

EVERY STUDENT, ONE COMMUNITY, READY FOR THE FUTURE.

Negotiated by Sweet Home Central School District, Sweet Home Educators Association (SHEA) and Sweet Home Association of School Administrators (SHASA)

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Overview: Annual Professional Performance Review

The primary purpose of the evaluation system, which includes both classroom observations and student learning objectives, is to provide actionable information to support the continuous development of educators as well as the growth of schools and the school district.

High quality observations, which include classroom observations (teachers) and school visits (principals), are an essential component of an effective evaluation system that supports growth and consistent improvement of the organization. The observation process provides educators with an opportunity to receive feedback based on evidence aligned to research-based standards, which can both leverage the expertise of educators and support continuous improvement.

In compliance with Education Law §3012-d, as enacted by Chapter 59 of the Laws of 2019, the Sweet Home Educator Association (SHEA) and the District agree to the following [Danielson rubric for Teachers framework for Annual Professional Performance Review](#) (APPR). The Sweet Home Association for School Administrators (SHASA) and the District agree to the following [McRel Principal Evaluation Framework \(July 2012\) System](#) for Principals and Administrators.

SHEA Members:

Members of the SHEA NOT covered under Education Law §3012-d, (Exempt Staff) are all Social Workers, Psychologists, School Counselors, Librarians, Instructional Coaches, Speech Pathologists, and Teachers on Special Assignment. The aforementioned exempt SHEA staff will be evaluated annually through the form of a narrative written by a lead observer. Observers will use Danielson rubrics (alternate versions) for specialized roles.

SHEA Members of which Education Law §3012-d applies:

Teacher proficiency is based on performance in two categories: student performance and classroom observations. For both student achievement and classroom observations, teachers will earn a proficiency label of Highly Effective, Effective, Developing, or Ineffective. Once each label has been determined, overall proficiency will be determined by finding the intersection of the two labels based on the matrix found on page 4, titled observation/ school visit.

SHASA Members:

Principals are the only SHASA members for which Education Law §3012-d applies.

Certificated members of SHASA NOT covered under Education Law §3012-d, (Exempt Staff) are Director of Curriculum & Instruction; Director of Instructional Technology & Data; Director of Special Programs, Assistant Principal/ Director of Athletics, Health and Physical Education, Assistant Director of Special Programs; Administrator for School Climate & Culture. The aforementioned exempt SHASA staff will be evaluated through an observation process outlined in the matrix found on page 4, titled observation/ school visit.

Non-certificated members of SHASA NOT covered under Education Law §3012-d, (Exempt Staff) Supervisors for: Building & Grounds, Transportation, Systems Engineer, Food Service; District Treasurer; Public Relations Coordinator (Community Relations Coordinator); Supervisor of Information Processing. The aforementioned exempt SHASA staff will be evaluated annually through the form of a narrative written by a lead observer.

	Observation/ School Visit				
Student Performance	Ratings	Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

Teacher APPR Process

Observations Overview

SHEA Members of which Education Law §3012-d applies:

Tenured Teachers

Annual observations of tenured teachers will consist of a minimum of **two observations** per year. Observation types will rotate on a three-year cycle, as described below.

Years 1 and 2 of Three-Year Cycle

Tenured teachers in years one and two of the three-year cycle will receive ***two unannounced observations***. One of the unannounced observations will be completed by the building administrator/supervisor and will be weighted at 80% of the total observation score. The second unannounced observation will be completed by an independent evaluator and will be weighted at 20% of the total observation score.

A teacher may request an additional unannounced observation by their building administrator which will be weighted at 40% of the total observation score. In the case where a third observation is requested and completed, the third observation will be half of the 80% weighted observation score, or 40% of the total observation score.

Year 3 of Three-Year Cycle

During the third year of the cycle, tenured teachers will have ***one announced observation*** and ***one unannounced observation***. Either the teacher or administrator may request an additional announced observation which will only be conducted if mutually agreed. The announced observation will be completed by the building administrator/supervisor and will be weighted at 80% of the total observation score. The unannounced observation will be completed by an independent evaluator and will be weighted at 20% of the total observation score. Teachers will be scheduled groups to start at any point of the 3 year cycle for examples of cycles:

- Year 1 (1)announced & (1) unannounced, Year 2 (2) unannounced, Year 3 (2) unannounced

- Year 1 (2) unannounced, Year 2 (1) announced & (1) unannounced, Year 3 (2) unannounced
- Year 1 (2) unannounced, Year 2 (2) unannounced, Year 3 (1) announced & (1) unannounced

Non-Tenured Teachers

Annual observations of non-tenured teachers (including long-term substitutes and part time teachers as detailed on page 3) will consist of a minimum of **three observations** per year. Non-tenured teachers will receive **two announced observations** and **one unannounced observation**. The first announced observation will occur prior to December 1st. The second announced observation will occur before April 1st. Both announced observations will be completed by a building administrator and the unannounced observation will be completed by an independent evaluator.

- Encumbered substitutes are included in the process on an annually prorated assignment, for example, a person who becomes an encumbered substitute in February will receive approximately half of the non-tenured required observation.

	Non-Tenured Teachers	Tenured Teachers: Yrs 1 & 2 of Three-Year Cycle	Tenured Teachers: Yr 3 of Three-Year Cycle
<i>Announced</i>	Two (2) per year		One (1) per year
<i>Unannounced Independent Evaluator</i>	One (1) per year	One (1) per year	One (1) per year
<i>Unannounced Building Administrator</i>		One (1) per year	

Table 1. Overview of Observations for Classroom Teachers

Formats for Announced and Unannounced Observations

For the purpose of APPR, teachers will receive **announced** and **unannounced** observations, as detailed below:

All observations will begin after the third week in September. They will not take place after Memorial Day.

Announced Observations

Building Administrator (formerly termed "Formal Observation")

NON-TENURED TEACHERS AND TENURED TEACHERS IN YEAR 3 OF THE THREE-YEAR CYCLE.

- Duration: Minimum of 30 minutes; maximum of 50 minutes.
- Domain components: The observer will provide scores for at least one element in all four domains of the Danielson Framework. *While an observer may score or provide feedback around any element of the framework, 12 core elements will provide a focus for the process:* 1 (a, b, e), 2 (a, b), 3 (a, b, c, d), 4 (a, b, d).
- Conducted by a building administrator/supervisor.
- A pre-conference will be prior to the observation to discuss the teacher's planning for the lesson. Teachers will bring a lesson plan or other suitable forms of evidence of planning to the pre-conference.
- Written feedback and a post conference must be shared and scheduled within 10 days of the observation.

Unannounced Observations

Building Administrator, Independent Evaluator (formerly termed "Informal Observation")

NON-TENURED TEACHERS AND ALL TENURED TEACHERS, EVERY YEAR.

- Duration: Up to 15 minutes.
- Domain components: The observer will provide scores for at least one element in two domains of the Danielson Framework. *While an observer may score or provide feedback around any element of the framework, 6 core elements will provide a focus for the process:* 2 (a, b), 3 (a, b, c, d).
- Conducted by an independent evaluator for non-tenured teachers, independent evaluator and building administrator for tenured teachers in years 1, 2: independent evaluators year 3.
- All observers will provide a two week advance notice of the 5 day window for the observation window for the unannounced evaluation.
 - o If due to the administrators' schedule, the observation needs to be rescheduled beyond the 5 day window, the administrator will make arrangements to reschedule on an exact day.
 - o If due to the teachers' schedule, the observation needs to be rescheduled beyond the 5 day window, the administrator will set a new 5 day window for the observation.
- Upon receiving the time frame, the teacher will communicate with the evaluator regarding days that are not conducive to an observation i.e. testing, assemblies, etc.
- May not occur on the following days:
 - o Day before or after a holiday break (winter, mid-winter, spring).
 - o Holiday or Classroom celebration.
 - o Affected teachers during testing days.
- No lesson plan required.
- Post-observation conferences are not required.

The District will utilize the Danielson Framework for Teaching (2013 version) to conduct observations and provide teacher ratings. The Danielson Framework includes four Domains: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities.

The overall score for the announced observation will count 80% towards the teacher's final comprehensive score for classroom observation.

Evaluators

NYS defines an "evaluator" as any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. For teachers, an evaluator must be a principal, other trained administrator, trained in-school peer teacher, or other trained independent evaluator. For this agreement, a building administrator must be an administrator assigned to the school. An independent evaluator is any district level trained administrator and selected district contracted administrators who has been trained and has a familiarity with the district through relationships, for example, a recently retired Sweet Home administrator. All district contracted administrators will be agreed upon by the District and Association prior to the school year. When necessary, the district and association will meet to discuss any necessary changes that may occur during the school year.

Overall Student Performance and Effectiveness Label

For non-tenured teachers and tenured teachers in year 3 of the cycle a final score will be created by multiplying the announced observation score by .80 and the unannounced observation score by .20. The two scores will be added together to create a final overall score.

For tenured teachers in year 1 and 2 cycle each unannounced observation will be multiplied by .50. The two scores will be added together to create a final overall score:

- The final overall score will be applied to the table below to compute an effectiveness label for classroom observations.

Label	Minimum	Maximum
Highly Effective	3.5	4
Effective	2.5	3.49
Developing	1.5	2.49
Ineffective	0	1.49

All Sweet Home Teachers impacted by Education Law §3012-d, UPK - 12 will use a NYS assigned growth score that will employ a District-wide SLO as the basis of their student performance score. This will be a district-wide SLO resulting in a proficiency rate created by the following procedure:

- Identify total number of general education students achieving 65 or above and total number of students with disability scoring at 55 or above (as their first administration) on the following assessments.
- Identify the total number of students sitting for the assessments (as their first administration).
- Divide Total proficient by the total taking assessments to create an overall proficiency rate.
 - Algebra Regents (First Administration)*
 - Living Environment Regents (First Administration)*
 - Global History Regents (First Administration)*
 - United States History and Government Regents (First Administration)*
 - English Language Arts Regents (First Administration)*

That percentage will be applied to the table below to determine the effectiveness rating for student performance.

HEDI Rating Chart for Student Performance Category

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

Use the state-required chart above to determine points and HEDI rating based on % of students who make targets of SLO

D. Other Teachers Not Evaluated under 3012-d

SHEA members not guided by the provisions of 3012-d will be evaluated annually. For tenured SHEA members in the areas below, evaluation will be in the form of a narrative written by a lead observer. For non-tenured SHEA members for the areas below, the process for non-tenured SHEA members in section "Observation Overview" (page 2) applies and will be followed. Lead Observers for each area are:

1. Dean of Students (TOSA)- Principal
2. Psychologists – Director of Special Programs/ Assistant Director of Special Programs
3. School Counselor - Principal
4. Social Workers – Director of Special Programs/ Assistant Director of Special Programs or Building administrator
5. Instructional Coaches - Principal
6. Speech Pathologists – Director of Special Programs/ Assistant Director of Special Programs or Building administrator
7. Librarians – Principal
8. Teacher on Special Assignment - immediate supervisor
 - a. Technology Coaches - Director for Curriculum or District Data
 - b. Science - Principal (this should rotate from year to year between the two assigned schools)

Observers will use Danielson rubrics (alternate versions) for specialized roles to guide the tenured and non-tenured process for the areas listed above.

Appeals Process

A teacher is not authorized to trigger the appeal process until he or she receives a composite score from his/her lead observer. Depending on the assessment used, a score may not be available until after the end of the school year. Teachers must receive their composite scores no later than October 1 of the school year following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before October 1, when the teacher receives his or her composite score.

Only a SHEA member who is covered by N.Y. Education Law § 3012-c (“SHEA Member” or “teacher”) may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:

1. A tenured SHEA Member may appeal their composite score and HEDI label only if he/she receives a composite score and rating of “ineffective” or “developing.” For a tenured teacher who receives a rating of “highly effective”, or “effective” or a non-tenured teacher who received any rating, including “ineffective”, the lead observer’s determination shall be final.
2. A SHEA Member may only appeal the substance of an APPR, the District’s adherence to the statutory standards and methodologies required for such review, the District’s compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan (“TIP”). A teacher may not file multiple appeals regarding the same APPR or TIP. As part of the process, the SHEA President will be notified of any SHEA member who is placed on a Teacher improvement plan.
3. Such challenge must be submitted in writing to the lead observer performing the review, together with any supporting documentation no later than October 20th. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.
4. The lead observer involved will schedule a meeting within ten (10) calendar days of their receipt of the written appeal to discuss the challenge. A SHEA member may select an Association representative to participate in the meeting. The Association representative is the member’s choice, this could be a building representative or SHEA President/Officer.
5. Within fifteen (15) calendar days of the meeting with the SHEA member to discuss the challenge, the lead observer who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. If the teacher disagrees

with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

6. If a tenured SHEA Member received a rating of “ineffective” or “developing” and disagrees with the lead observer’s response to the challenge, the teacher may appeal to the Superintendent of Schools. The SHEA member will submit the challenge, the lead observer’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within fourteen (14) calendar days of receipt of the lead observer’s response.
7. The Superintendent of Schools will schedule a meeting within fourteen (14) calendar days of receipt of the written appeal to discuss the merits of the appeal. The tenured SHEA Member may select an Association representative to participate in the meeting.
8. The Superintendent shall render a final determination in writing on the challenge within fourteen (14) calendar days of the meeting to hear the appeal. The Superintendent may uphold the original rating, modify the rating, or order a timely re-evaluation in compliance with §3012.c . The decision of the Superintendent shall be final and binding.
9. Nothing in this section shall be construed to alter or diminish the authority of the governing body of a school district or board of cooperative educational services to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

Annual Review

The District and SHEA will set meeting dates to review and revise this plan towards the end of each school year unless the plan is resubmitted within the current year. The meeting will begin in May- prior to Memorial Day Weekend. The purpose of the meeting(s) is to identify and rectify potential areas for improvement. Such improvements should be completed and agreed upon no later than June 15th.

Sweet Home Schools
Teacher Improvement Plan

Teacher Improvement Plan

Name of Teacher:	Name of Superintendent:
Assignment Area:	

Specific Area for Improvement	Improvement Strategies	Supports Provided/ Timeline	Evidence of Improvement

Teacher:	Date:
Superintendent:	Date:
SHEA Representative:	Date:

The parties to this agreement will meet on or about the following dates to review and evaluate the plan and formulate modifications as necessary.	

Principal/ Administrator/ SHASA Process

Plan Overview

Principal Proficiency is based on performance in two categories:

- Student Performance
- School visits

For both student achievement and school visits, principals will earn a proficiency label of Highly Effective (Distinguished), Effective (Accomplished), Developing (Proficient), or Ineffective (Developing). Once each label has been determined, overall proficiency will be determined by finding the intersection of the two labels based on the following matrix:

Student Achievement

Overview

All principals will utilize a scoring mechanism aligned to CR 3012-d. Each mechanism will result in a percentage of students achieving a specific target. That percentage will be applied to a table to determine an effectiveness rating for student performance.

NYS Growth Score

All principals will receive a district-wide SLO resulting in a proficiency rate created by the following procedure:

- Identify total number of general education students achieving 65 or higher (as their first administration) plus the total number of special education students achieving a 55 or higher (as their first administration) on the following assessments
- Identify the total number of students sitting for the assessments (as their first administration) plus the total number of students in the high school's accountability cohort
- Divide Total proficient by the total taking assessments/ graduation cohort to create an overall proficiency rate.
 - a. Algebra Regents (First Administration)
 - b. Geometry Regents (First Administration)
 - c. Living Environment Regents (First Administration)
 - d. Global History Regents (First Administration)
 - e. United States History and Government Regents (First Administration)

That percentage will be applied to the table below to determine the effectiveness rating for student performance.

Overall Student Performance Effectiveness Label

The methodology outlined above will result in a proficiency percentage. That percentage will be placed against the table below to determine each principal's overall proficiency label.

Proficiency Percentage	Points Awarded	Effectiveness Label
0-4	0	Ineffective
5-8	1	Ineffective
9-12	2	Ineffective
13-16	3	Ineffective
17-20	4	Ineffective
21-24	5	Ineffective

25-28	6	Ineffective
29-33	7	Ineffective
34-38	8	Ineffective
39-43	9	Ineffective
44-48	10	Ineffective
49-54	11	Ineffective
55-59	12	Ineffective
60-66	13	Developing
67-74	14	Developing
75-79	15	Effective
80-84	16	Effective
85-89	17	Effective
90-92	18	Highly Effective
93-96	19	Highly Effective
97-100	20	Highly Effective

Optional Supplemental Assessment

The District will not utilize the supplemental assessment option.

School Visits

Overview

All tenured principals will be visited a minimum of two times per year. At least one school visit will be an announced, scheduled visit. At least one visit will be an unannounced visit. The scores received as a result of announced visits will count as 80% of the final score for school visits. The score from the unannounced school visits will count at 20% of the final score for school visits. The ratings created by announced and unannounced visits will be combined into an overall school visit score that will be used to determine a comprehensive effectiveness rating.

Approved Rubric

The District will utilize the McREL Principal Evaluation System to conduct school visits and provide principal ratings. The McREL Framework includes three Domains:

- Managing Change
- Focus of Leadership
- Purposeful Community

Announced school visits

(See Chart on page 14 titled, Sweet Home MPPR Evaluation Matrix & Role)

Announced school visits will be conducted by the Superintendent of Schools. Whenever possible, the observer will provide at least two weeks notice regarding the date and time of the announced school visit. An announced school visit will last 90-120 minutes (15 minute Pre; 45-60 minute observation; 30 minute post).

The visit will include an opportunity for the Observer to meet with the Principal and observe in person or on video the principal working in but not limited to the following areas:

- instructional coach meeting
- faculty meeting
- building shared decision making team meeting
- team collaboration meeting
- student work/ assessment data review.

The Observer will provide feedback during the visit.

- The Observer will provide scores for each of the three major domains of the McREL System. The Observer will provide a formative score at mid-year and a final, evaluative score at year-end.
- The Observer will share scores following the January visit. These scores will be formative in nature and will range from Highly Effective (Distinguished), Effective (Accomplished), Developing (Proficient), or Ineffective (Developing). They will not “count” towards the final score and are designed to provide formative feedback to the principal on their performance in relation to a standard. Any score of one Developing (Proficient), or Ineffective (Developing) will receive specific, written feedback designed to help the Principal improve performance. All formative scores will be shared with the principal within ten days of the January school visit. If extenuating circumstances prevent this timeline from being met, the Observer will notify the principal and provide the scores as quickly as possible afterwards.
- The final score will be shared by May 30th. These scores will range from 4 - Highly Effective (Distinguished), 3 - Effective (Accomplished), 2 - Developing (Proficient), or 1 - Ineffective (Developing). They will “count” towards the final score and are designed to provide feedback to the principal on their performance in relation to a standard. Specific, written feedback designed to help the Principal improve performance will be provided for all three domains. All final scores will be shared with the principal within ten days of the May school visit. If extenuating circumstances prevent this timeline from being met, the Observer will notify the principal and provide the scores as quickly as possible afterwards.

Unannounced school visits

(See Chart on page 14 titled, Sweet Home MPPR Evaluation Matrix & Role)

The observer will make two unannounced school visits; one will be formative in nature, the second will provide a score that will “count” towards the unannounced visit score. The observer will provide at least two weeks notice regarding the possible window for the unannounced school visit. The window for a visit will be at least two weeks. The principal will identify three two-hour windows that he/she has available. Observer will pick one of those times. Two unannounced school visits will be scheduled. One unannounced school visit will take place between October 1st and April 30th. This visit will include an opportunity for the observer to meet with the Principal and observe in person or on video the principal working in but not limited to the following areas:

- a. instructional coach meeting
- b. faculty meeting
- c. building shared decision making team meeting
- d. team collaboration meeting
- e. student work/ assessment data review.

A second unannounced school visit will take place between October 1 and April 30. This visit will include an opportunity for the Assistant Superintendent to meet with the Principal and observe in person or on video the principal working in but not limited to the following areas:

- f. instructional coach meeting
- g. faculty meeting
- h. building shared decision making team meeting
- i. team collaboration meeting
- j. student work/ assessment data review

Sweet Home MPPR Evaluation Matrix & Role

		What	Who		When
Certified Administrator	Tenured	Announced	Building Admin/Director:	Assistant Superintendent for Curriculum and Instruction	October 1- April 30
			AP/Assistant Director/AD:	Building Principal/Director/Superintendent	
		Unannounced	Building Admin/Director:	Superintendent of Schools	
			AP/Assistant Director/AD:	Building Principal/Director/Superintendent	
	Probationary	Announced	Building Admin/Director:	Assistant Superintendent for Curriculum and Instruction	
			AP/Assistant Director/AD:	Building Principal/Director/Superintendent	
		Announced	Building Admin/Director:	Assistant Superintendent for Curriculum and Instruction	
			AP/Assistant Director/AD:	Building Principal/Director/Superintendent	
		Unannounced	Building Admin/Director:	Superintendent of Schools	
			AP/Assistant Director/AD:	Assistant Superintendent for Curriculum and Instruction- Year 1, 3, 4 Superintendent Year 2	
Supervisor	All	Year End Review	Supervisor of Building and Grounds	Assistant Superintendent for Finance and Plant Services	June 30

Tenured Certificated Administrators

Annual observations of tenured certificated administrators will consist of a minimum of **two observations** per year. Observation types will rotate on a three-year cycle, as described below.

Years 1 and 2 of Three-Year Cycle

Tenured certificated administrators in years one and two of the three-year cycle will receive ***two unannounced observations***. One of the unannounced observations will be completed by the assigned observer, and will be weighted at 80% of the total observation score. The second unannounced observation will be completed by the assigned observer, and will be weighted at 20% of the total observation score.

A teacher may request an additional unannounced observation by their assigned observer which will be weighted at 40% of the total observation score. In the case where a third observation is requested and completed, the third observation will be half of the 80% weighted observation score, or 40% of the total observation score.

Year 3 of Three-Year Cycle

During the third year of the cycle, tenured certificated administrators will have ***one announced observation*** and ***one unannounced observation***. Either the administrator or the observer may request an additional announced

observation which will only be conducted if mutually agreed. The announced observation will be completed by the assigned observer and will be weighted at 80% of the total observation score. The unannounced observation will be completed by the assigned observer and will be weighted at 20% of the total observation score. Certificated administrators will be scheduled groups to start at any point of the 3 year cycle for example:

- Year 1 (1)announced & (1) unannounced, Year 2 (2) unannounced, Year 3 (2) unannounced
- Year 1 (2) unannounced, Year 2 (1) announced & (1) unannounced, Year 3 (2) unannounced
- Year 1 (2) unannounced, Year 2 (2) unannounced, Year 3 (1) announced & (1) unannounced

Non-Tenured Certificated Administrators

Annual observations of non-tenured certificated administrators will consist of a minimum of **three observations** per year. Non-tenured certificated administrators will receive **two announced observations** and **one unannounced observation**. Observations will occur between October 1st and April 30th. All observations will be completed by the assigned observer.

	Non-Tenured Certificated Administrators	Tenured Certificated Administrators: Yrs 1 & 2 of Three-Year Cycle	Tenured Certificated Administrators: Yr 3 of Three-Year Cycle
<i>Announced</i>	Two (2) per year		One (1) per year
<i>Unannounced</i>	One (1) per year	One (1) per year	One (1) per year
<i>Unannounced</i>		One (1) per year	

Table 1. Overview of Observations for administrators (see Maxtrix on page 13 for assigned observers)

The Assistant Superintendent will provide scores for each of the three major domains of the McREL System. The Superintendent will provide a formative score at mid-year and a final, evaluative score at year-end.

- The Assistant Superintendent will share scores for each of the three major domains following the January visit. These scores will be formative in nature and will range from 1- Unsatisfactory 2- Basic 3- Proficient 4- Distinguished. They will not “count” towards the final score and are designed to provide formative feedback to the principal on his or her performance in relation to a standard. Any score of one (unsatisfactory) or two (Basic) will receive specific, written feedback designed to help the Principal improve performance. All formative scores will be shared with the principal within ten days of the first school visit. If extenuating circumstances prevent this timeline from being met, the Superintendent will notify the principal and provide the scores as quickly as possible afterwards.
- The Assistant Superintendent will share final scores following the second visit. These scores will range from 1- Unsatisfactory 2- Basic 3- Proficient 4- Distinguished. They will “count” towards the final score and are designed to provide feedback to the principal on their performance in relation to a standard. Specific, written feedback designed to help the Principal improve performance will be provided for all three domains. All final scores will be shared with the principal within ten days of the second school visit. If extenuating circumstances prevent this timeline from being met, the Superintendent will notify the principal and provide the scores as quickly as possible afterwards.

Final Scoring

For both the announced/ Superintendent visit and the unannounced/ Assistant Superintendent visit, scores will be provided for each of the three major domains: Managing Change, Focus of Leadership and Purposeful Community. The average scores for each domain will count equally in determining an overall score for the school visit.

- The overall score for the Superintendent's visits will count 80% towards the principal's final comprehensive score for school visits.
- The overall score for the Assistant Superintendent's visits will count 20% towards the principal's final comprehensive score for school visits.

Final Scoring and Effectiveness Label

A final score will be computed for each principal. This will be created by multiplying the announced school visit score by 0.80 and the unannounced school visit score by 0.20. The two weighted scores will be added together to create a final overall score.

The final overall score will be applied to the table below to compute an effectiveness label for school visits.

Label	Minimum	Maximum
Highly Effective	3.5	4
Effective	2.5	3.49
Developing	1.5	2.49
Ineffective	0	1.49

Comprehensive Effectiveness Rating

- The ratings obtained by each principal for school visits and student performance will be placed against the matrix below (page 4) to obtain a comprehensive effectiveness rating.
- The District will collaborate in the development of a Principal Improvement Plan for any Principal with a comprehensive rating of "ineffective" or "developing" as quickly as practical but no later than October 1st of the next school year.
- The PIP will be developed utilizing the template on page 17.

Non-certificated members of SHASA

Non-certificated members of SHASA NOT covered under Education Law §3012-d, (Exempt Staff) Supervisors for: Building & Grounds, Transportation, Systems Engineer, Food Service; District Treasurer; Public Relations Coordinator (Community Relations Coordinator); Supervisor of Information Processing. The aforementioned exempt SHASA staff will be evaluated annually through the form of a narrative written by a lead observer.

Sweet Home Schools
Principal Improvement Plan

Principal Improvement Plan

Name of Principal:	Name of Superintendent:
Assignment Area:	

Specific Area for Improvement	Improvement Strategies	Supports Provided/ Timeline	Evidence of Improvement

Principal:	Date:
Superintendent:	Date:
SHASA Representative:	Date:

The parties to this agreement will meet on or about the following dates to review and evaluate the plan and formulate modifications as necessary.	

Preparation of Other Trained Evaluators

The District will establish procedures to train and certify lead evaluators. The District will use a combination of the training programs listed below to establish proficiency and certify lead evaluators:

- Direct training contracted from McREL on the McREL Principal Evaluation Framework (July 2012).
- Utilize monthly administrative cabinet meetings to collectively examine varied components in the three major domains of the Framework.
 - Examine rubrics for identified elements of the framework.
 - Identify distinguishing characteristics of different performance levels for each identified element.
 - Discuss/ identify expected leadership behaviors and evidence at each performance level.
- Additional training offered and conducted for all new Principals/ administrators during September/ October.
- Inter-rater reliability for all lead evaluators - Superintendent and Peer Evaluators- will be facilitated by individual and small group scoring of case studies obtained from the District, McREL, and SED via the EngageNY website. Evaluators will practice utilizing rubrics associated with the McREL Framework to discuss the variances between levels, possible evidence of accomplishment of each. The scores will be calibrated and practice will continue until inter-rater reliability is assured.
- Inter-rater reliability training will take place during the fall and during the first three months of the school year.
- The Superintendent of Schools shall certify all lead evaluators and evaluators annually at the completion of the training sessions. Re-certification will occur on an annual basis.

Appeals Process

A principal is not authorized to trigger the appeal process until he or she receives a composite score from his/her lead evaluator. Depending on the assessment used, a score may not be available until after the end of the school year. Principals must receive their composite scores no later than September 1 of the school year following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the principal receives his or her composite score.

Only a SHASA member who is covered by N.Y. Education Law § 3012-c (“SHASA Member” or “principal”) may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:

- a. A tenured SHASA Member may appeal their composite score and HEDI label only if he/she receives a composite score and rating of “ineffective” or “developing.” For a tenured principal who receives a rating of “highly effective” or “effective” or a non-tenured principal who received any rating, including “ineffective”, the lead evaluator’s determination shall be final.
- b. A SHASA Member may only appeal the substance of an APPR, the District’s adherence to the statutory standards and methodologies required for such review, the District’s compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a principal improvement plan (“TIP”). A principal may not file multiple appeals regarding the same APPR or TIP.
- c. Such challenge must be submitted in writing to the lead evaluator performing the review, together with any supporting documentation no later than September 20th. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the principal has the

burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

- d. The lead evaluator involved will schedule a meeting within ten (10) calendar days of their receipt of the written appeal to discuss the challenge. A SHASA member may select an Association representative to participate in the meeting.
- e. Within fifteen (15) calendar days of the meeting with the SHASA member to discuss the challenge, the lead evaluator who issued the APPR and/or TIP shall submit to the principal a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. If the principal disagrees with the response, the principal may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.
- f. If a tenured SHASA Member receives a rating of “ineffective” or “developing” and disagrees with the lead evaluator’s response to the challenge, the principal may appeal to the Superintendent of Schools. The SHASA member will submit the challenge, the lead evaluator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within fourteen (14) calendar days of receipt of the lead evaluator’s response.
- g. g. The Superintendent of Schools will schedule a meeting within fourteen (14) calendar days of receipt of the written appeal to discuss the merits of the appeal. The tenured SHASA Member may select an Association representative to participate in the meeting.
- h. h. The Superintendent shall render a final determination in writing on the challenge within fourteen (14) calendar days of the meeting to hear the appeal. The Superintendent may uphold the original rating, modify the rating, or order a timely re-evaluation in compliance with §3012.c . The decision of the Superintendent shall be final and binding.
- i. i. Nothing in this section shall be construed to alter or diminish the authority of the governing body of a school district or board of cooperative educational services to grant or deny tenure to or terminate probationary principals or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the principal's or principal's performance that is the subject of the appeal.

Annual Review

The District and SHASA will review and revise this plan on an annual basis.

Signatures

Superintendent Signature:

Date:

Mr. M. V. Gines
5/28/24

Superintendent Name (print):

Michael V. Gines

Teachers Union President Signature:

Date:

Paul Szymendera
5/14/2024

Teachers Union President Name (print):

PAUL SZYMENDERA

Administrative Union President Signature:

Date:

Robert C. Polino
5/13/24

Administrative Union President Name (print):

Robert C. Polino

Board of Education President Signature:

Date:

Amy Battaglia
5/29/24

Board of Education President Name (print):

Amy Battaglia