Fond Farewell and Welcome to SAANYS Government Relations Directors

SAANYS colleagues bid a fond farewell to Jim Viola, director of government relations, as he retires from SAANYS and embarks on new adventures in retirement. Jim has been a zealous advocate for New York’s school administrators and their students since 2008 when he joined SAANYS as director of government relations. His passion for his work and winning personality have made Jim a well-known and respected advocate around Albany and the state as he worked closely with members, government officials, and other education associations. Jim leaves big shoes to fill and will be missed by all who have had the sincere pleasure of working with him. SAANYS Government Relations efforts are in good hands however, with the addition of Cynthia Gallagher as the new director of government relations.

Cynthia (Cindy) joins us from Educational Vistas, Inc. where she was the coordinator for early childhood systems and APPR. Prior to joining Educational Vistas, Inc., Cindy was a senior manager for the New York State Education Department. At SED, her areas of responsibility included early childhood programs such as prekindergarten, Even Start, Reading First, Striving Readers, Kindergarten – Grade 4, and preschool special education. She provided a leadership role in creating a vision of early education as part of the P-16 system. She worked with school districts to strengthen early education programs to effectively close achievement gaps and to ensure that young students are prepared for participation in a global community. Most recently, she was asked to be part of an advisory group to the National Governor’s Association and Council of Chief State School Officers for the Common Core Standards for birth-age 5. At the state level, she was a co-chair of the Advisory Board to the Governor’s Children Cabinet and state representative on the Cabinet. Please join us in welcoming Cindy Gallagher to the SAANYS team. ■

SAANYS Government Relations Committee Meets for Early Kick-off of 2017 Legislative Session

On November 2, Government Relations Committee (GRC) members from across New York State convened in Albany to meet with legislators, the governor’s office, and the State Education Department (SED) to discuss current matters and anticipated issues for the upcoming legislative session. In addition to GRC members, the SAANYS delegation included the association’s recently inducted board of directors president, Paul Funaele; colleagues representing the Yonkers, Buffalo, and New York City school districts; Thomas Payton, principal of the Roanoke Avenue Elementary School in the Riverhead School District; and Cynthia Gallagher, who will transition to the position of government relations director in January.

The full complement of school administrator representatives met with Governor Cuomo’s deputy secretary for education, Jere Hochman, and with high-ranking representatives of the following state legislators [all of whom won reelection on November 8]:

- Senator Carl Marcellino, chairperson of the senate education committee (meeting with Deborah Kelleher, director of the education committee).
- Senator Kenneth LaValle, member of the education committee (meeting with Brian Murphy, counsel to Senator LaValle).
- Assembly Member Catherine Nolan, chairperson of the assembly education committee (meeting with Kathleen Whynot, chief of staff).

In addition to inquiring about expected priority issues of the Executive and legislators for the upcoming legislative session, the school representatives raised four areas for discussion:

First: School Aid

The Great Recession has not ended for many school districts and it is imperative that full funding of the Foundation Aid Formula – still under-funded by $3.8 billion – be meaningfully advanced. Coupled with this is the recommendation to revise the Property Tax Cap, which the general public understands to be 2 percent, to

the new discussion:

• Assembly Member Catherine Nolan, chairperson of the assembly education committee (meeting with Kathleen Whynot, chief of staff).

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Annual Awards
2017
Call for Submissions
See more information on page 4.

GST LIFT NY Leadership Academy Meeting

GST school leaders surface top topics for mini EdCamp using Flickers with the help of Kelley Batrowmy at the LIFT NY Leadership Academy on November 16. See more photos on page 6. ■
Regardless of which can- didate for the presidency you may have support- ed, if any, it’s hard to argue against the recently concluded campaign as being among the most unusual in recent memory. I’m confident that you don’t need me to provide a listing of the campaign’s aspects or a recitation of the candi- dates’ comments that many found to be crude or insulting. However, I have been asked several times since the result of the election became known what the impact will be on public educa- tion, and the answer is: we don’t know.

Unfortunately, very little of the campaign focused on a debate of policy issues. It seemed more fo- cused on personal attacks, to the exclusion of sub- stantive policy analysis. There are broad ideas that could be discerned from candidate websites, and the limited remarks pro- vided by the candidates, but they tend to be super- ficial and too easy when those policy ideas are not testable by the crucible of public debate. SAANYS has been participating as a member of the SED ESA Think Tank, tasked with helping to develop the ESA state plan, currently due in July. At the November Board of Regents meeting, Commiss- ioner Elia acknowledged that right now we do not know what changes might be coming from those changes might impact the ESA state plan submis- sion. In fact, we don’t yet know what other aspects of education might also be impacted. We know that policy changes are coming. Whether you support or oppose them, I hope that you will wish to influence them. Exercising influence at the federal level is a- t the federal level is difficult because of scale, but it does occur. I urge all edu- cators (and not just prin- cipals) to consider joining and becoming active with the National Association of Elementary School Principals (NAESP) and/or the National Association of Secondary School Prin- cipals (NASSP). Member- ship is open to a variety of school titles, and you can join directly on your SAANYS membership form as SAANYS is the New York State affiliate of both national organizations. Both NAESP and NASSP activities are for public school educators at the federal level on a consistent basis. The voices of the national organizations are well-in- formed, not only be- cause they stay abreast of policy as it is being developed, but because they are informed by their members. They engage in regular mem- ber outreach so that the positions of the national organizations reflect a consensus developed by regular communica- tion with your public school peers around the country. Having input from those with on the ground experience, ac- tually running buildings and programs, is in- valuable. Don’t defer to those whose motivations may be more ideological than educational. Have a voice in that process, be- cause the election result does not end one’s in- fluence of public policy, arguably it marks a new beginning to do so.

2016 NYS ELA Testing: Challenging Texts & Formats

Sponsor Opinion Piece by Dr. Bruce H. Crowder, Educational Vistas, Inc.

A new round of NYS ELA testing is about to take place. As in other years, the increased student performance expectations continue. What is clear is that the shifts reflected in Common Core to focus on deeper reading comprehen- sion are not evident in the testing outcomes. Yet, teachers continue to work very hard to improve their students’ results. Why might this reading challenge be difficult to meet? There are a number of possibilities. However, a good place to begin is content. An examina- tion of current curricula shows that the content students face on a daily basis is not as rigorous or balanced as that which they will face on State ELA assessments. In grades 3 through 8, testing content reflects quality writing on literary passages, but also science and social studies passages. In addition, the passages typically run from a page and half to two pages. The inclusion of these types of passages in a curriculum is abso- lutely necessary. Ideally, they should relate to curricular topics. In fact, such passages should and can strengthen student content knowledge in an area of study. How are teachers to obtain such passages? There is little time avail- able for them to do this on their own. Nor should they have to. Access to examples the web may provide some help. But, this challenge for content demands the assistance of guided support; and, it must begin with the awareness that current curriculum will have to be modified through the embed- ding of additional rich and rigorous content. Another possibility of immediate concern is the nature and format of ELA test items. The new gen- eration of test items, from multiple choice to written responses, demands read- ing-reasoning skills. Test development has moved to a high level of sophis- tication. Just note how multiple choice items in grades 3 through 5 focus on paragraph references. In grades 6 through 8, note the shift to individu- al sentence and lines for reference. Added to this are the skills needed to write short- and extend- ed responses that demand inferencing and conceptu- al understanding.

Therefore, new content and assessments would appear at the top of any serious list of critical needs to prepare students for higher achievement. Teachers are NOW to ad- dress these needs. Dr. Bruce H. Crowder, former New York assistant commissioner for school improvement, is a senior researcher at EdVis- tars and is currently writing a text titled “Curriculum Theory for New Standards, Assessments, and Practices.”

The statements and opinions expressed herein do not necessarily imply or reflect the opinion or philosophy of the School Administrators Association of New York State.

Executive Viewpoint

Kevin S. Case, Executive Director

Let the Games Begin

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December 2016

Past President

Dr. John McKenna

Publishes Book

The book editors, John McKenna and Walter Polka, present views on what’s right for public education in the US in this age of “inten- sive curriculum conver- sion, planned instructional standardization, and oppressive accountability procedures.” McKenna and Polka include practi- cal experiences of par- ents, teachers, principals, school superintendents, school board members, and professors. They comprehensively explain their motivations for organizing a rethinkin in school reform and imple- mentation procedures and their “smarter approach” to school reforms in our country.
At the November Meeting of the State Board of Regents

The New York State Board of Regents convened in Albany on November 14 and 15. Noteworthy discussions and actions of the Board of Regents follow:

ESSA State Plan

Early in her presentation, in a manner similar to that of the chancellor, Commissioner Elia explained that “...we are going into a time of change … and that we don’t know what those changes might be.” However, she also pointed out that the Every Student Succeeds Act passed with bipartisan support and that the law requires the development of a new state plan.

Based on recommendations of the ESSA Think Tank, of which SAANYS is a member, the department drafted 36 “High Concept Ideas” (HCIs) that were discussed by more than 2,200 individuals who were invited to attend 46 regional meeting hosted by BOCES and the Big Five city school districts. Each host agency prepared a summary of their respective discussions and recommendations; and in addition, 385 surveys were also submitted by participants.

All but four HCIs received majority support from the survey respondents. However, when Regent Young requested disaggregated response information – for example, parent responses vs. teacher responses – the commissioner answered that no field was included in the survey to support such breakdowns. She also went on to say that “We know that we need to get a view from other perspectives” and therefore, the department plans to reach out to other groups.

Of import to school administrators, HCI 23 centers on whether SED should use the 3 percent set-aside option under Title IIA for programs that provide systemic improvements for principals and other school leaders. Although SAANYS has consistently and strongly championed the adoption of this option, it was categorized by the department as one of the least supported HCIs, garnering the expressed support of 43 percent of respondents. The respondents’ rating, however, will not be in and of itself determinative of the contents of New York’s plan, and SAANYS will continue to advocate for the implementation of this option.

In regard to the decision to submit New York’s state plan in July rather than in March, the commissioner said that the federal submission timeline may change and, in that it is unlikely that states would be provided less time, it is possible that states will be given more time. With this in mind, the department’s timeline to develop and submit the new state plan is:

- January / February 2017 – Public engagement through survey and regional meetings.
- March 15 – April 17, 2017 – Draft State Plan released for public comment.
- March 20 – April 7, 2017 – Regional ESSA State Plan Development Meetings – open to the public.
- May 8-9, 2017 – Revised Draft Plan, based on public comment, presented to Board of Regents.
- May 10 – June 8, 2017 – Application submitted to Governor Cuomo.

June 12-13, 2017 – Final ESSA State Plan presented to Board of Regents for approval.

Second: Struggling and Persistently Struggling Schools

There is no benefit to continuing such accountability designations beyond the point when schools have achieved performance levels that will allow for removal from accountability status. Parents are inclined to withdraw the most academically capable students from such schools and the unfunded mandates contained in amendments to Part 154 of regulations; and additional funding to meet the needs of recently immigrated students, some of whom speak indigenous languages with no written format and who have limited or no formal education prior to arriving in the United States.

For more information regarding the SAANYS Legislative agenda, the New York State Board of Regents, the Educational Conference Board, or other government relations concerns, contact James Viola, SAANYS director of government relations, at JViola@saanys.org.
Wednesday, November 16 marked the sixth of six meetings with the Greater Southern Tier Leadership Academy. This cohort, consisting of over thirty school leaders from the component districts of GST, has been meeting on a monthly basis since July, with online communication between sessions. Unless you have been part of one of these cohorts, it’s hard to explain how the opportunity to form a group with your regional colleagues over six months with time to focus on topics of interest to school leaders everywhere really becomes an experience that models what professional learning for leaders is all about.

Instead of giving you a broad description of how one of these Leadership Academies works, let’s peek in on one day, Wednesday, November 16, to understand why cohort members are so committed to find a way to continue to stay connected long after the actual Academy ends this month:

8:15 am: We meet at the Pauline Bush Campus of GST BOCES, greet, enjoy Box o’ Joe and everything else the Dunkin Donuts in Elmira (or Painted Post, or Corning other sessions) has to offer.

8:30 – 10:00: The leadership team of Bradford Central School, all cohort members led by Principal Steve Kiley, presents a panel discussion on our theme of “Suit Up for Change.” They share their story of introducing a 1:1 deployment of Chromebooks in the district. From initial discussions in 2014, to a pilot year, to the present school year, when all grade 2-12 students have a Chromebook and policies and processes are firmly in place, Bradford tells the real story of the glitches, challenges, opportunities, and learning along the way. Their story is literally a ‘how to’ for any districts considering such an initiative. Some big messages: tiered, productive, and differentiated professional development; teach keyboarding; there is no perfect plan; and at some point you have to jump in and start learning from the doing.

10:15 – 12:15: Overview of the big ideas in Cathy Vatterott’s Rebirth in Grading, followed by sharing insights and ideas using a protocol called Surfacing Key Ideas led by Sara Fontana of GST. The feedback in our first meeting requested more time for the book discussions, so we have expanded that part of our day to enable our participants to go more in depth in their conversations with colleagues. We love our book groups.

12:15 – 12:45: Scrumptious soup, sandwiches, and cookies prepared and served onsite by GST BOCES students.

12:45 – 2:30: We engage our group in our first ever EdCamp within the Leadership Academy. After a “What is EdCamp?” intro we delve in and get one going. We end voting using Plickers technology to determine the top six sessions on the board quickly: Standards Based Report Cards 7-12, Tackling Attendance Issues, RTI/AIS Alignment, Changing the Mindset of Teachers Stuck in the 8is, Using MLP, and Revamping HS Homework. Six subgroups form with participant facilitators. Notes are taken and submitted to local EdCamps for all.

2:30 – 3:00: We spend the last half hour of the day asking the group for ideas on how to schedule our day with author Cathy Vatterott coming up at our final meeting.

Our goal in these Leadership Academies is to bring leaders like you together to share experiences, learning, and ideas. Our practices of supporting one another in regional expertise of actual cohort members more than outside experts, is central to the experience that is proving to be a terrific model for professional learning. Please do not hesitate to contact me if you would like to explore a similar learning opportunity for your region.

New! Leader in Digital Education Award

This award recognizes a SAANYS member who has demonstrated exceptional, creative leadership in harnessing the potential of technology to further teaching and student achievement. The candidate will have demonstrated excellent organizational and communication skills in supporting and promoting such innovative digital practices for his/her learning community.

Outstanding Educator Award

This award is given annually to a SAANYS member who has made outstanding contributions in New York State schools. Potential criteria include: outstanding leadership in public education; exemplary service to professional organizations; and/or noteworthy writing and/or research in the field of education. Recognition of SAANYS members of various roles, responsibilities, and titles is encouraged.

Leadership and Support Award

The SAANYS Leadership and Support Award was established to recognize the outstanding leadership efforts of SAANYS members who demonstrate leadership through support services to fellow administrators across and between buildings and districts. Such administrators may be employed by BOCES or in other cooperative efforts. These positions include non-instructional and support positions that promote and encourage collaboration among multiple buildings and/or districts.

Irving Schwartz (Retiree)

Irving Schwartz was one of the founding members of SAANYS. As an NASSP coordinator, he served on the SAANYS Board of Directors through 1994. This award is given to a SAANYS member who, in retirement, has made significant contributions to the welfare of the association, education, and/or the greater community.

K-12 Building Principal Award

This award is in recognition of the unique characteristics of a K-12 building and the related demands, expectations, and challenges of a principal in this multi-level environment. It is given to a SAANYS member and recognized educational leader who has been a practicing administrator for at least 3 years. Criteria:

• Demonstrated leadership in establishing the pace, character, and mission of the building.
• Demonstrated creativity and resourcefulness in providing comprehensive programs and services for all levels and grades.
• Evidence of positive parental and community involvement in the school and student involvement in the community.
• Evidence of enhancing positive interaction between all levels of students.
• Utilization of outside resources for program enhancement.
• Evidence of collaborative involvement of all staff in decision making and program implementation.
• Evidence of instructional leadership in support of quality teaching and student achievement.

Friend of Education Award

This award was established to honor an individual who, or a group or organization that, has contributed to the general support and advancement of outstanding public school education in New York State. This individual, group, or organization:

• Is not a professional educator or educational organization within the K-12 NYS public school system.
• Has contributed to the support and advancement of outstanding public school education in a way that extends to the broadest number of one or more of the SAANYS regions.
• Has been a role model for educators by consistently demonstrating a belief in the importance and value of a public school education.
• Has made these contributions over an extended period of time.

SAANYS is the official state affiliate to the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) and their annual awards programs.

SAANYS/NAESP Assistant Principal Award

This program promotes educational excellence for pre-kindergarten through eighth grade (PreK-8) school- ing and calls attention to the fundamental importance of the assistant principal. The candidate must have demonstrated exceptional leadership in a particular school program and is recognized by students, colleagues, parents, and the community at large; and sets high expectations for school staff and students. Criteria include having been an active assistant principal for at least two years, and is an active assistant principal at the time of nomination. NAESP will share their successes and best practices in a practical document for other principals to utilize.

SAANYS/NASSP Assistant Principal Award

The NASSP National Assistant Principal of the Year program annually recognizes outstanding middle level and high school assistant principals who have succeeded in providing high quality learning opportunities for students. The deadline for this award is past and any applications will be considered for 2018.

SAANYS/NAESP Elementary School Principal Award

This award is given annually to a SAANYS/NAESP member who has distinguished himself/herself as an elementary school principal. Criteria:

• The nominee sets the pace, character, and quality of education for the children in the school.
• The nominee is a practicing principal who is committed to excellence.
• The nominee has made a commitment to parents and community.
• The nominee has shown evidence of outstanding contributions to the community and the educational process.

SAANYS/NAESP Middle School Principal Award

This award is given annually to a SAANYS/NAESP member who has distinguished himself/herself as a middle school principal. Criteria:

• The nominee sets the pace, character, and quality of education for the children in the school.
• The nominee is a practicing principal who is committed to excellence.
• The nominee has made a commitment to parents and community.
• The nominee has shown evidence of outstanding contributions to the community and the educational process.

SAANYS/NASSP Principal of the Year Award

The NASSP National Principal of the Year program recognizes outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession. NASSP honors all State Principals of the Year at the Principals’ Institute held each year in Washington, D.C. From these state winners, three candidates are selected as contenders for the National Principal of the Year award. Candidates must have served as a principal at one or more middle level or high schools for three or more consecutive school years. Middle level and high schools are defined as those containing some portion of grades 8 through 12.
Awards Nomination Form (to be completed by nominator)

Nominators are asked to complete this form and return it to Susan Jaronski at SAANYS via fax at (518) 782-9552 or mail to: 8 Airport Park Blvd., Latham, NY 12110

INSTRUCTIONS: Please include a narrative, not to exceed one page, which demonstrates qualifications based on the criteria for the awards. You may include newspaper articles, published works, letters of support, or other evidence of support.

**Nominee** (if self-nomination)

Name __________________________________________

School / Business / BOCES ____________________

Address _________________________________________

Email __________________________________________

**Nominee's Relationship** to nominee ______________________________________________________________________________

years you have worked with nominee ____________________________________________________________________

Work Phone ___________________ Home Phone_________________________

Email ____________________________

**Nominator** (if self-nomination, complete only Nominee section)

Name __________________________________________

School / Business __________________________

Address _________________________________________

Email __________________________________________

Work Phone __________________ Home Phone_________________________

**Nominator’s Relationship** to nominee ______________________________________________________________________________

Chief years you have worked with nominee ____________________________________________________________________

Please provide a brief quote (1-2 sentences only), from you, regarding this nominee. All information may be used for publicity purposes if this nominee is selected as an award recipient. Return of this form is an indication of permission to use same.

__________________________________________________________________________________________________

The SAANYS Awards Committee will review nomination forms and consider candidates for ALL awards for which they qualify. If, as a nominator, you wish to recommend an award you feel is appropriate, please do so here.

**SAANYS Awards**

- New! Leader in Digital Education
- Outstanding Educator
- Leadership and Support
- Irving Schwartz Distinguished Retiree
- K-12 Building Principal
- Friend of Education

**National Awards (SAANYS and NAESP/NASSP)**

- Elementary Principal (NAESP)
- Middle School Principal (NAESP)
- Assistant Principal (NAESP)
- Assistant Principal (NASSP)
- Principal of the Year (NASSP)
- Principal of the Year (NAESP)
- Middle School Principal (NAESP)

For additional information contact Susan Jaronski at: sjaronski@saanys.org.

To access the online nomination form, visit: https://saanys.org/about-us/awards/nomination/ or scan the QR code below.

Application Deadline: January 31, 2017

SAANYS is proud to honor many exceptional New York State administrators with an annual awards program. Each year SAANYS recognizes nominees with an award and banquet held in their honor.

https://saanys.org/about-us/awards/
Update on NYSHIP Litigation

arguments were heard in October 2015. The Appellate Division, Third Department, overturned this decision and the prohibition was once again legal in the spring of 2016. In an interesting turn of late, NYSUT requested reconsideration of the matter from the Third Department, which overturned itself and buyouts were once again legal as of June 2016.

Complicating an already convoluted scenario, the state then requested that the Third Department review the matter yet again and allow the matter to head to the state’s highest court, the Court of Appeals. The Third Department denied this attempt at a subsequent appeal this past September. Unfortunately, the state has the ability to plead its case directly to the Court of Appeals. Should the Court of Appeals deny the appeal, the prohibition on buyouts will be officially illegal and people may be reimbursed for the buyout payments denied for the past few years, depending on their collective bargaining agreements. If the Court of Appeals decides to hear the case, papers will be submitted and it will be approximately another year before the issue is finalized.

Throughout this matter, SAANYS has been working closely with NYSUT, providing insight and support. Should this matter proceed to the Court of Appeals, the SAANYS Legal Department will submit its own brief in opposition to the buyout.

In the meantime, buyouts are legal as a matter of law. Many districts have decided to pay out the money held in escrow while these cases are pending. Other districts are telling their employees that the money will not be paid out until the Court of Appeals has made a determination and the case is finally concluded without possible reversal. Both stances are technically legal and SAANYS cannot determine the reason why certain districts are paying, while others are waiting. A word of caution needs to be expressed to bargaining units that SAANYS has received reports that some districts are claiming an inability to give fair salary increases during negotiations because they have paid out years’ worth of buyouts at once. This is clearly an excuse that needs to be challenged. Districts should have been budgeting for this event and holding the money in escrow. Any employer who claims that this issue is impacting finances is either attempting a trick or did not do a proper budgeting job. In either event, it is strongly recommended that proof of the budgeting be provided if this is claimed.

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Contact a SAANYS Attorney

DID YOU KNOW?

That SAANYS can bring professional learning opportunities tailored to your needs directly to your school or district?

Here are some examples of what we offer:

• In-house inter-rater reliability practice with your own leadership team using your own observation samples.

• Lead evaluator training for newly certified or recertifying administrators focused on real practice with effective feedback in the post observation process.

• Deve into deeper understanding of rubric priorities with teachers: What does “student centered learning’ really look and sound like? How can we improve questioning strategies? What are some metacognitive strategies we can use routinely?

• What needs to be in evidence for an Effective or Highly Effective rating in a certain component? What happens when innovation doesn’t go as planned during a formal observation? This training, when attended by both school leaders and teachers, builds shared and common understanding of the approved rubric in a way that segregated training cannot.

• Rethinking grading and homework: How can we take some realistic steps to start rethinking traditional approaches to grading and homework to put the focus on learning rather than scoring?

Other topics include:

• Extended book study with an administrative team.

• Leadership simulations using video and discussion.

• Transgender issues and answers.

• Maintaining positive building morale through the use of classroom walkthroughs, peer observation, and teacher reflection.

• What works for students from poverty.

• Transitioning to standards based grading.

• Implementing consistent grading practices at the secondary level.

• Striving to thrive using instructional rounds.

Scenes from the GST LIFT NY Leadership Academy November Meeting

Fun with Plickers...

GST Leadership Academy members share thoughts on rethinking homework.

Sara Fontana of GST BOCES gets top picks up on the EdCamp board.

The Bradford CSD leadership team shares its 1:1 implementation journey at the GST LIFT NY Leadership Academy on November 16.
SAANYS GRC Meets For Early Kick-off of 2017 Legislative Session
continued from page 3

Board of Regents Meeting
continued from page 3

• July 5, 2017 – Federal deadline to submit New York State’s ESSA Plan.

State Standards and Assessments in Grades 3-8

According to the timeline presented at the February and April meetings of the Board of Regents, the revised language arts and mathematics learning standards (no longer referred to as Common Core Learning Standards) were to be presented to the Board of Regents by December 2016 for adoption, with concomitant local level curricula revisions scheduled from January through the summer of 2017, and implementation of the revised standards/curricula in September 2017. During the Commissioner’s presentation at the SAANYS conference on October 24, the timeline by which the revised standards would be adopted by the Board of Regents was extended to “January or February” of 2017, and at the November Regents meeting Commissioner Elia said that the revised standards will be “in place by the spring” of 2017; but there has been no extension of the date set for local implementation – September 2017. Commissioner Elia and the Board of Regents also stated that new 3-8 assessments, developed by Questar Assessment, will be administered in the spring of 2019, the same timeframe set by the Board of Regents in February 2016. The intent is that the assessment results of 2016 will serve as baseline data, and the assessments to be administered in 2017 and 2018 will reflect the extent to which student performance improves. However, in regard to the federal requirement that at least 95 percent of students in grades three through eight participate in the state English language arts and mathematics tests, Regents Tilles expressed strong concern. He said that if any of the state ELA test and the NYSESLAT in a single year; and to allow ELL students three to six years (or longer if appropriate) to become English proficient.

• For High Concept Idea 23, regarding the Title II A program, it was recommended that New York State adopt the ESSA provision allowing state education agencies to set aside 3 percent of professional development funds for principals and other school leaders.

Fourth: Early Childhood Education

Currently there are seven preschool programs in New York State, with differing program requirements and differing degrees of funding stability. The availability of prekindergarten services is far from “universal” for children four years of age; with a 63 percent statewide participation rate, and regional participation rates ranging from 87 percent in New York City to 32 percent on

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The 2018 Teacher of the Year Nomination Application is Here!

Applications are due
February 1, 2017

New York State recognizes and celebrates the exceptionally skilled and passionate educators who exist in every school in the state. The purpose of the NYS Teacher of the Year program is to:

• Support the development of programs throughout the state that recognize great teachers in their schools.
• Engage exemplary teachers in professional development by completing the NYS Teacher of the Year application.
• Identify and celebrate one teacher per year as the NYS Teacher of the Year who will represent all of NYS teachers at events throughout the state and at national events with teachers of the year from across the United States.
SAANYS GRC Meets For Early Kick-off of 2017 Legislative Session

Long Island. School administrators recommended that the seven programs be amalgamated into a single program in a manner that does not disadvantage current programs or currently enrolled students, with enhanced funding for more equitable availability statewide.

At the State Education Department, the GRC met with Senior Deputy Commissioner Ilene Ebert, Deputy Commissioner John D’Agati, Assistant Commissioner for Special Education and Assistant Commissioner Volunteer Rider. The meeting provided the opportunity to further discuss a number of issues, including the administration of state assessments to students in grades 3 to 8.

The 3 to 8 assessments scheduled for administration in 2017 will employ all the same procedures that were used in 2016, including a review of each test item by 22 experts. The efforts of the ELI focus on current program issues, such as the administration of state assessments and the implementation of Regents examinations that may be reported as “absent”; and in other cases, school administrators were informed that such students may be reported as “not tested” or “other.”

American Federation of Teachers, NYS United Teachers, the NYS School Counselor Association, and the NYS School Counselor Association. The NYS School Counselor Association is an independent not-for-profit membership organization dedicated to advancing the field of school counseling. It is a member of the Association for School Counselor Education and Licensure (ASCA) and is the voice of school counselors in New York State. The ASCA is a professional organization dedicated to advancing the field of school counseling and providing a framework for excellence in school counseling. It is a member of the Association for School Counselor Education and Licensure (ASCA).

A discussion item presented to the Board of Regents was the implementation of Regents Exams in a manner that does not disadvantage current programs or currently enrolled students, with enhanced funding for more equitable availability statewide.

The Board of Regents meeting continued from page 7

Five recommendations were advanced.

1. Graduation Requirements – It was recommended that one diploma be issued in New York State, that endorsement (e.g., career and technical education) should be issued to note areas of strength and levels of proficiency. The workgroup determined that much of the information that complex sets of graduation requirements were intended to convey under the current system is not being used by those outside the K-12 academic sector, including post-secondary educators. It was also recommended that alternatives to Regents examinations should be expanded.

2. College Readiness – A brief summary was provided in regard to what “65” means, and that currently it conveys nothing more than “pass.” The best indicator of college readiness is the rigor of each student’s high school program; and multiple measures rather than a single test score more accurately predict success in college. Furthermore, it was posited that defining college readiness on the basis of specific grades is often detrimental to efforts to enroll students in more four-year courses of study.

3. Reporting Regents Exam Scores – It was recommended that the current 0 – 65 scale score be discontinued. Instead, a much more extensive scale should be adopted with five explicit and well-defined cut points: level 1 meaning passing proficiency, level 2 meaning mastery, and level 5 meaning distinction. It was further recommended that simple, clear rubrics be established for each of the five cut points.

4. Appeals of Regents Examination Results – Under the current system, students should have to score at least level 2 to appeal. It is felt that the availability of an appeals procedure – to be locally heard and determined – is important for students who struggle to meet the level 3 benchmark on the Regents examination, but who have otherwise demonstrated proficiency in their coursework.

5. Multiple Curriculum Pathways in Mathematics – In order to encourage four years of mathematics and provide students with a strong foundation for college level coursework across a wide variety of majors, the workgroup recommended the development of a Regents examination-level course in statistics.

School Counselor Update

A discussion item presented to the Board of Regents was related to the implementation of Regents Exams in a manner that does not disadvantage current programs or currently enrolled students, with enhanced funding for more equitable availability statewide.

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