Jericho Principal Honored as NYS Middle School Principal of the Year and NASSP NYS Principal of the Year

SAANYS has selected Dr. Donald Gately, principal at Jericho Middle School in the Jericho School District, as the 2016 New York State Middle School Principal of the Year and the NASSP New York State Principal of the Year. The NASSP-NYS Principal of the Year award is given annually to a member of SAANYS and the National Association of Secondary School Principals (NASSP) to honor outstanding principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession.

Serving as a school administrator since 1996, Gately has been in his current position at Jericho Middle School for the last 10 years. Known for his sensitivity to the unique emotional and developmental needs of early adolescents, he is always available and works diligently to create a safe and welcoming community for everyone. Gately implemented the Olweus Bully Prevention Program resulting in a substantial decrease in incidents of bullying. The school is a member of the Nassau County Anti-Bias Consortium and hosts an annual Diversity Day, as well as being one of the few middle schools to offer a Gay Straight Alliance Club. As noted by student Nuzhat Tarafder, “JMS offers a safe space for all its students. I am a Bengali Muslim student who is a strong ally for Gay Straight Alliance Club. As noted by student Nuzhat Tarafder, “JMS offers a safe space for all its students. I am a Bengali Muslim student who is a strong ally for

Plainview-Old Bethpage Principal Named Elementary Principal of the Year

Suzanne Gray, principal at Old Bethpage Elementary School in the Plainview-Old Bethpage Central School District, has been selected as the 2016 New York State Elementary Principal of the Year by SAANYS and the National Association of Elementary School Principals (NAESP). This award is given annually to a member of SAANYS and NAESP who has set the pace, character, and quality of education for the children in his or her school. Nominees are administrators who are committed to students, parents, and the community and have shown exceptional contributions to the educational process.

An experienced educator, Gray has served in her current position at Old Bethpage Elementary School for the last seven years where she believes that it is just as important to teach kindness and empathy as to teach math and science. To that end, every student at the school learns to embrace the “bucket filling philosophy” of author Carol McCloud. Each month is centered around a social-emotional learning goal such as citizenship, dignity, acceptance, and integrity, for example, and a monthly challenge to align with that goal. As noted by parent and president of the Plainview-Old Bethpage Board of Education, Gary Beton, “At Old Bethpage, the students don’t just learn reading, writing, and arithmetic, they learn about the world and the impact they have on it. Developing global citizens who care for each other, the environment, and the world we live in has become the culture of Old Bethpage Elementary School under Suzanne Gray’s leadership and I could not be prouder.”

Lancaster Principal Joins National Education Leadership Board

Peter Kruszynski, principal of Lancaster M in Erie County, has been appointed to a four-year term on the Board of Directors of the National Association of Secondary School Principals (NASSP), effective July 1, 2016. NASSP is one of two national affiliates of SAANYS and a leading organization of and national voice for middle level and high school principals, assistant principals, and all school leaders from across the United States.

Kruszynski has served at Lancaster Middle School since 2000, prior to which he was assistant principal for six years at Lancaster HS. He has held numerous positions within SAANYS, including president in 2009–10. Peter currently serves SAANYS as its NASSP representative to the SAANYS Board of Directors. He will leave the SAANYS Board of Directors to assume this national leadership position.

As a member of the NASSP BOD, Kruszynski will participate in shaping the organization’s federal education policy agenda that advocates for the needs of secondary schools and their students. He will also travel to Washington, D.C., periodically to meet with fellow board members and with national figures and federal education policymakers.
With respect to education related issues, this legislative session has been relatively quiet. Given what has occurred over the past few years, this is probably a good thing. While elimination of the GEA and a state aid increase are positive things, a zero (or negative) tax cap provides some perspective. Further, there were no statutory changes to the problematic evaluation statute. The regulatory changes made by SEJ, with a proverbial wink and a nod from the governor, merely kicks the can down the road.

For the remainder of the legislative session, SAANYS will continue to advocate for delinking receipt of state aid increases and the SEJ approval of a negotiated 30/12 d plan. A plan that will in part be put on the shelf over the next four years of transition scores, which not coincidently leads right into when SEJ is scheduled to implement a new evaluation system, one which has not yet been created (will be the fourth or fifth evaluation system since 2010? I’m losing track). I’m not complaining about a new evaluation system, as it’s sorely needed, but why then the state aid hammer over a 30/12 d plan in light of SEJ’s recent announce-ment that it intends to develop a new evalua-tion system anyway? Don’t educators already have enough to do? And doesn’t withholding of state aid increases simply hurt the kids who we are supposed to serve? We will also advocate for modifying the tax cap to allow a growth factor of 2 percent, and will oppose the education tax credit that could divert hundreds of millions of public dollars, largely to private schools.

Another subject of our continued advocacy is the receivership law. It uses the state exams as a significant metric for de-termining if a school gets off the list or if the keys to the school are handed to an appointed receiver, presumably using a magic wand. What I don’t understand is why the state exam results are deemed suitable for the purpose of measuring the progress of a school when it is now law that those results can’t be used for student placement deci-sions, and regulation that those results can’t be used for teacher or prin-cipal evaluations. That seems blatantly inconsis-tent to me. There should also be more time and money provided to those struggling and persistently struggling schools before the appointment of an outside receiver.

Regardless of whether there are changes to receiv-erships, the tax cap, or to the conditions attached to state aid in-creases, there will always be the issues of the day, no matter what day it is. And this is a position, whether on balance, we are improving oppor-tunities for students by implementing important reforms and improving the local learning environments. That is something that is not accomplished in Albany, but rather in individual schools across the state and nation. It is not accom-plished by lawmakers or regulators, but rather by educators. Laws and regulations may assist or hinder local efforts, but ultimately the efforts of committed educators are the ones that will help individual students succeed in a meaningful way. Those results cannot be mandated by Albany nor necessarily measured by a test score.

A review of the de-scriptions of the efforts of the award winners contained in this issue gives rise to a feeling of confidence in our future. Motivated individual educators attain qual-ity results at times not because of statutory and regulatory mandates, but rather in spite of them.
At the April Board of Regents Meeting

Dr. Betty Rosa opened her first meeting as Regents Chancellor by introducing “a new workgroup that will focus on research as it relates to practice and policy.” The workgroup will be led by Regent Judith Johnson and will be comprised of Regents, stakeholders, and department personnel. The workgroup will collect research, reports, and other information related to various department initiatives and policy questions. Although no action was taken, and the annual professional performance review systems will be areas of inquiry for the workgroup, it was clear that the two areas are illustrative and that the scope of work will be more expansive.

A summary of other Regents actions and discussions follows:

State Standards Revision – At the February 2016 meeting of the board, a timeline was rolled-out to revise common core standards, to develop and implement curriculum revisions, and to revise the ELA and math state assessments for grades 3 to 8. The timeline, running from December 2015/February 2016 to April 2019 included the notation, “…this timeline is incumbent on receiving funding to support this revision and implementation.” SED received no ($0) additional funds in the state budget for this purpose.

Grade 3-8 State Assessments – The ELA and math assessments for grades 3-8 were administered on April 5-7 and April 13-15, respectively. This year’s assessments were different in that there is a new vendor (Questar Assessment, Inc.), tests included fewer questions, testing time was extended so long as students were productive, and every test item was reviewed by 22 teachers. In addition, for this year, at least 60 percent of items will be released and instructional reports will be issued in June. No data were available in regard to the incidence of

Transition Scores of a Different Kind

Sponsor Opinion piece by Cynthia E. Gallagher, Early Childhood and APPR Coordinator, EVI

In recent months, transition scores have come to represent a second evaluation score under the APPR system. In early education, however, that term has another meaning, pertaining to the number of transitions that young children and their families encounter prior to starting school. In many situations, a child may have at least seven different transitions prior to kindergarten. For children with disabilities, that number increases significantly. We know from research that transitions are vulnerable intersections that play an important part in a student’s continued developmental progression and academic success. Therefore, this post-RTTT period is an excellent time to reexamine our early education programs.

Recent federal and state initiatives may be once again refocusing on early education. The new Every Student Success Act (ESSA) explicitly states that the use of Title I and Title II funds for early education is a permissible use of such funding. The current political debates have also increased the discourse on early education and support of pre-kindergarten. At the state level, the new budget

SAANYS Provides Member Feedback to Commissioner

Immediately following the 3-8 state assessments, SAANYS reached out to members of the SAANYS Government Relations Committee (GRC) for feedback. The GRC is comprised of active SAANYS members from each region of the state. These recommendations were shared directly and in person with Commissioner Elia and with deputy commissioners Beth Belin and Rhone Ebert during a meeting between the commissioner and deputy commissioners and SAANYS senior staff.

Staff are pleased to report that the commissioner and deputy commissioners didn’t gloss over the feedback report, and in fact, the three of them took a fair amount of time in reading it and raising additional observations. The commissioner said that she is open to, and plans to make additional revisions to the state assessments, but also pointed out that there was a limit to what could be done for the April 2016 assessments. SAANYS will continue to work with SED to provide such critical feedback directly from SAANYS members and their schools.

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2016 CALENDAR

May 20-21 Lindbergh Flight anniversary

May 21 Armed Forces Day

May 22 International Day for Biological Diversity

May 23 Victoria Day

May 24 Ralph Waldo Emerson’s Birthday

May 30 Memorial Day

May 31 World No Tobacco Day

June

Great Traverso Month

June 5 World Environment Day

June 6 First Day of Ramadan

June 11-13 Shavuot (Festival of Weeks)

June 12 Anne Frank’s Birthday

June 14 Flag Day

June 15 Anniversary of Benjamin Franklin’s Kite Experiment

June 15 Magna Carta Day

June 19 Father’s Day

June 19 Janetech

June 20 First Day of Summer

June 27 Helen Keller’s Birthday

July 26 & 27 | Rochester, NY
August 8 & 9 | Rock Hill, NY
Oct. 18 & 19 | Yorktown Heights, NY

LEARN MORE

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Alexandria American and Pacific Islander-Month

Food Allergy Action Month

May 17 Anniversary of School Desegregation Ruling

MAY

June 2016 3
SAANYS and NASSP NYS Assistant Principal of the Year

Matthew Younghans, assistant principal at Clarkstown High School South, Clarkstown CSD, has been selected as the 2016 NYS Secondary Assistant Principal of the Year. This award is given annually by SAANYS and the National Association of Secondary School Principals (NASSP) to an assistant principal who has set the pace, character, and quality of education for the students in his or her school.

Hired as assistant principal of the high school from within the district, Younghans has strived to continue his approachable and consistent leadership style, while maintaining and expanding relationships first developed at the middle school with the students now at the high school. Often visible in the hallways and at extracurricular activities, he has fostered a climate of openness at the school. As noted by Debra Tarantino, principal of Clarkstown HS South, “Mr. Younghans is an approachable, talented, intelligent, and well-rounded assistant principal whose empathy towards all stakeholders allows him to be able to handle even the most delicate and difficult situations with professionalism and respect.”

Known as a lifelong learner, Younghans has offered many professional development opportunities to teachers including “Viking Institutes,” which offer workshops on Common Core, Google Classroom, the teacher evaluation process, and adapting modules to meet the needs of instruction. Additionally, he is recognized as a mentor to the new teachers at the school. And, when students approached Younghans to be the staff advisor of the Youth United Way Club, he immediately jumped in to raise awareness of local issues and meet the needs of less fortunate students within the community.

Special education teacher, Jacqueline Hurley noted, “Matt has not only taught me to grow as a teacher, but how to be an effective building leader. Matthew Younghans truly fits the description of an outstanding leader.”

Irving Schwartz Distinguished Retiree Award

Joanna Valente-Orr, retired elementary principal from the Northeastern Clinton School District, has dedicated her professional life to public education and educational leadership. She has been a member of SAANYS since 1984, serving not only on the board but on the administrative and executive committee from 1995 until her retirement in 2006, but still currently active as the SAANYS Region 7 representative. Valente-Orr remarked, “Being the local ‘face of SAANYS’ has been a privilege.” She continued, “SAANYS gave me an incredible opportunity in the fall of 2009. I was asked to represent SAANYS on the statewide committee that was formed to write the New York State Teaching Standards. The opportunity to work with educators from all over our state was both a professional and a personal learning experience for me.”

Embracing retirement as an opportunity for continued community service, Valente-Orr serves numerous local organizations, including the NYS Retired Teachers Association; Champlain Valley Educational Services and their Career Connect Project; the CVES/BOCES Advisory Committee for the Health Insurance Consortium; and the North Country Teacher Resource Center as part of the Community Action Poverty Simulation. She is also on the board of directors for the Clinton County ARC where she serves on the personnel and guardianship committees and serves on the board of directors for the Girl Scouts of Northeastern New York.

Considering herself a lifelong learner and a better teacher because she has ever had the pleasure to work with. Mr. Loeschner’s passion, ideas, and leadership style have had a major impact on BWHS.

A strong believer in a truthful, happy, and loving learning environment, Loeschner makes it a priority to assist students as they pass, and attending as many extra curricular and special events as possible. Commented former student Sapna Rampersaud, “Mr. Loeschner was always available and, most importantly, genuinely interested. I was always inspired by his eloquence when he spoke at every school event and the way that he was committed to leading each student toward their success.”

Friend of Education

Dr. Douglas Regan has been selected as the recipient of the 2016 Friend of Education award. This award is given to an individual, group, or organization that has consistently contributed to the support and advancement of outstanding public education and the students of New York State.

Spending 39 of his 40 years as an educator in the Starpoint CSD, Regan was the longest serving principal in Starpoint history. Honoring his dedication, commitment, and service to the district, the intermediate school was officially renamed the Dr. Douglas J. Regan Intermediate School on his retirement in 2011. Commented Superintendent of Schools C. Douglas Whelan, “Dr. Regan is known to all of us as a person of very high moral character and ethical standards. His guidance and advice on instructional matters was invaluable to me as a new superintendent and I valued his commitment and expertise during the 13 years we worked together.”

Continuing his dedication to education and community in retirement, Regan is currently the education chairman of the Niagara Region PTA. Regan also served as the first executive director of the Partnership for Smarter Schools. Additionally, he served as the SAANYS region 12 retiree representative; served on the board of directors for St. Joseph’s Collegiate Institute and at St. Amelia’s ES; and volunteers at the Nativity Miguel MS in the City of Buffalo. He is also presently an adjunct professor of education at Niagara CCC in Springboro, NY.

Commented colleague and SAANYS President John McKenna, “Dr. Regan embodies excellence and exemplifies every positive quality a person can possess: dedication, passion, integrity, honesty, and professionalism are only a few of the words people routinely use to describe Doug. Most of all, he has been dedicated to helping children learn and may be the most compassionate person in the world!”
Leadership and Support Award

Mary Kline, director of adult, early childhood, and outreach education for the Fulton-Hamilton-Otsego BOCES, has been selected as the 2016 recipient of the Leadership and Support Award. The SAANYS Leadership and Support Award was established to recognize the outstanding leadership efforts of those members whose responsibilities require leadership through support services to educators and students across and between buildings and districts.

A dedicated educational administrator at BOCES since 1982, Kline has implemented countless new initiatives and educational programs, and always in the center of planning for yet another service to meet the needs of students, parents, staff, and the community.

Known as a cooperative and collaborative leader whose door is always open, and with an unabashed commitment to students and families, Migrant Educator Kathleen Smith noted, "Across the various programs in Mary’s supervision, I daresay that no needy family goes unnoticed. Her office is a veritable Santa’s workshop as Christmas nears. In addition, no matter of Mary’s staff suffers a loss or problem alone." Complied District Superintendent Mark Vivaquca, "She has a quiet and unassuming manner which puts people at ease while steadfastly advocating for the most vulnerable among our children and adults.”

Brian Edmister II, principal of Genesee Valley Elementary School in the Genesee Valley Central School District, has been selected as the 2016 recipient of the T. Walsh McQuillan Award. Walsh McQuillan served the children and educational leaders of NYS throughout his life. He was the fast person to serve in joint capacity as executive secretary to the predecessors of SAANYS and was an outstanding contributor to elementary education throughout his career.

Edmister has served as principal of Genesee Valley Elementary School since 2006, in which time he has worked diligently to guarantee that every student be given every chance for success. He listens to his staff and works alongside them, not powering them from the top. This is what a true leader does.

As a leader within his community, Edmister and his family were active in the renovation of a local building, which opened as a non-profit called "Healing Waters." Healing Waters houses a community center, a teen recreation area, as well as renting kayaks for use along the river. He also founded a youth swimming club, which has grown to more than 70 swimmers. Commented Superintendent Brian Schmitt, "Mr. Edmister cares deeply for children. He serves as the instructional leader and cheerleader-in-chief of the Genesee Valley E2. He distinguishes himself through his dedication to the community and his tremendous fundraising for families who face hard times and gives personal time generously to support community endeavors. He has a laser-like focus on creating and supporting instructional and enrichment activities that benefit students.”

Outstanding Educator Award

Amanda Greene, assistant principal at Red Hook High School in the Red Hook CSD, has been selected for the 2016 Outstanding Educator Award. This award is given annually to a SAANYS member who has made outstanding contributions in New York State schools through public education, professional organizations, or research and/or writing in the field of education.

Bringing the school philosophy that every student be challenged to reach his or her greatest potential, regardless of their circumstance, Greene works diligently to guarantee that every student be given every chance for success. Considering herself lead learner, she noted, “Continuing to be a learning leader is the greatest service I can give to the learning community. There is always more to learn, always people who know more than I do and endless collaborative learning opportunities to take advantage of.”

The school implemented a “course recommendation change contract” that outlines a path for students with big dreams, who may not have been recommended for a higher-level class, the ability to pursue those dreams. These contracts have a 22% increase in year over year rate, proving that academic excellence is possible if you have someone who believes in your potential. Noted mentor Bonnie Tryon, “Amanda’s strengths lie in her ability to dream about what you can do with students and her school. She thinks about what an inclusive, consistent high-performing school would look like and gives her all to ensure it comes about.”

Commented Roy Paisley, Red Hook HS principal, “I believe it is Mrs. Greene’s efforts that have enabled Red Hook HS to achieve NYS ‘Reward School’ status through her work with students who are at-risk for failure, for whatever reason. We are a high performing school with extensive international baccalaureate and advanced placement programs. It is Mrs. Greene who insure that the don’t lose sight of those who have the greatest academic difficulties.”

Commented student Isabel Vasquez, “She has taught me much about maintaining personal dignity and humility in the face of stress or contention. She will always greet you when she sees you, ask about your life, support happens and, most importantly, make you feel capable and valued as a student. She has remained one of the greatest influences in my school career.”

James E. Allen Award

Genna Suraci, principal of the Ulster County BOCES Career and Technical Center, has been selected as the 2016 recipient of the James E. Allen Award. James E. Allen, a pillar of educational leadership who served as commissioner of education in New York State, was known for his strong support of secondary school administrators.

This award is given annually to a SAANYS member who is a secondary school administrator, supervisor, or coordinator who has given significant contributions to education and leadership at the secondary school level and service to the community and professional organizations.

A long time school administrator, Suraci has been principal of Ulster County BOCES Career and Technical Center for the last 21 years. She is known as a leader who believes in her staff and students, noting that “If the teaching staff has an idea for student improvement or curriculum change, I will explore, plan, and implement it with them. If it is successful, then it is their success. If it fails, then it was our failure.”

Complied Director of Curriculum, Instructional, and Pupil Personnel Services Carol McCarville, “When I reflect on Brian’s leadership style, I always think of him as more of a ‘leadership coach.’ Brian has developed a culture of risk-takers where teachers view failure as a learning experience and feel free to implement new ideas.” One such new idea was the result of a collaborative effort among Edmister and the teaching staff, a unique STEAM program, the goal being full-integration of all curriculum and incorporating movement activities into every lesson. First grade teacher Nichole Wescbe noted, “This is allowing our students to enter into a hands-on world that is benefiting them in more than one way in their education. He listens to his staff and works alongside them, not powering them from the top. This is what a true leader does.”
Audio Recording in the School House

recording in the event that a segment of the conversation is used against you out of context. It is recommended that, if you know that you are being recorded, you either ask for a copy of the full recording or make a recording simultaneously.

If you are not a participant in a conversation, you may not record it. This would be akin to wiretapping. However, a number of exceptions exist to this rule including: a) public meetings, such as school board meetings are recordable due to New York’s open meetings law; b) recordings made by law enforcement personnel engaged in the conduct of their authorized duties; c) security system recordings where a written notice is posted on the premises stating that a video surveillance system has been installed for the purpose of security; and; d) video surveillance devices installed in such a manner that their presence is clearly and immediately obvious.

The rules regarding audio recordings further diverge in the collective bargaining and union contract settings. In these areas, audio recording is generally not permissible during collective bargaining negotiations and when an employer is conducting an employee investigation.

During contract negotiations, if the parties do not mutually agree to an audio recorder being present, then the presence of one constitutes a failure to bargain in good faith. This is because contract negotiations involve a tumultuous process with a continuous back and forth between the parties. In this type of setting, heated words may be exchanged and often times there are various tradeoffs.

In the context of an employer/employee investigation that could result in discipline, the terms and conditions of discipline are a mandatory subject of negotiation, meaning the association can always negotiate or demand to bargain regarding the parameters for discipline. This encompasses the investigative interviews between employer/employee. More importantly, this means that the current investigation procedures are in place unless they are negotiated or mutually changed. In these cases, members should look to the past practice of the employer or a negotiated policy regarding audio recording. If the past practice has never involved recording during employ- ee investigations for the unit, it may not start unilaterally with an individual member. It is an employer violation of a past practice if an employer uses audio recording during an employee investigation, when never having done it previously.

As one can gather, the rules for audio recording in the school setting are complicated. Therefore, please be aware that when dealing with any audio recording issue it is advisable to consult a SAANYS attorney or labor relations representative before making any type of decision. ■

During contract negotiations, if the parties do not mutually agree to an audio recorder being present, then the presence of one constitutes a failure to bargain in good faith.
Jericho Principal Honored

What if you wanted to be your principal on only one day about your school described as a ‘lighthouse’ on the front page of the Boston Globe? That’s what happened to Susan Szachowicz when she began as principal of Brockton High School. What happened next is a powerful story of school transformation and collaborative leadership in the truest sense of the word. Regardless of the size or demographics of your school and district, this powerful keynote promises to leave you with ideas that both inspire and stick.

A Q&A With:

MARYELLEN ELIA

New York State Commissioner of Education and President of the University of the State of New York

Monday, October 24 – 8:00 am

MaryEllen Elia is the New York State Commissioner of Education and President of the University of the State of New York (USNY). In this role, she oversees the work of more than 700 school districts with 3.2 million students, 2,000 libraries; 900 museums; and 52 professions encompassing more than 850,000 licensees. A native New Yorker, Ms. Elia has 45 years of experience as an educator. Prior to her appointment in New York, she served as superintendent of schools in Hillsborough County, FL, for 10 years. In Hillsborough, which includes Tampa and is the nation’s eighth largest school district, she successfully implemented higher learning standards, partnered with teachers to develop a comprehensive evaluation system, and earned national recognition for gains in student achievement.

Workshops

- Strengthening Middle School Education Through the SWP Continuous Improvement Process
- Ten Ways to Ensure That You Don’t Kill Joy in Your School: Common Pitfalls and the Strategies to Avoid Them
- Transitioning to Standards Based Grading
- Transforming Your Learning Environment so Students and Teachers Can Thrive
- Disrupting Education Through Pathways in Technology Early College High School (PTEDC)
- The Mikrons are Taking Over! How Leaders Can Leverage Culture with a New Work Force
- Transition Scores and SCOs: Who, When and How
- Thriving Through Efficient Data Management
- Transforming from Good to Great Through Effective Instruction
- Bringing the Future to a Small Rural School through STEAM and MakerGrades
- Teacher Engagement: A Model that Works
- Organizing Time, Space, and Technology to Support 21st Century Learning
- Assets Get Active: Utilizing the Forty Developmental Assets Within a High School Curriculum
- Implementing Consistent Grading Practices at the Secondary Level
- A&K Retirement Workshop

Plain-view Old Bethpage Elementary School Honored

Gray has also worked diligently with staff to maintain a culture of continuous learning, all the while keeping the focus on “what’s good for the kids?” – a concept she is passionate about. As noted in the numerous letters of support from colleagues, including Old Bethpage Elementary School Special Education Teacher Nancy Klein, “Suzanne Gray is an instructional leader who understands the importance of positive culture in a teaching and learning environment. By establishing a culture of trust, collaboration, respect, and support, Mrs. Gray has helped develop a learning atmosphere centered on a love of learning.”

Recently, she implemented a “Share and Steal” program open to colleagues in the surrounding area. Building leaders from neighboring districts meet for a month of collaboration and conversation, to share great practices that others can steal, or request guidance and feedback on an issue. Subsequent meetings are scheduled in different school districts, giving everyone an opportunity to show innovations within their own buildings.

Commented Superintendent of Schools Lorna Lewis, “Mrs. Gray embodies passion for students, instruction, collegiality, and life-long learning. Her capacity to engage and build leadership skills is exceptional, because she leads by example. She represents what we hope all educators will become: a fierce advocate for children and strong role model for setting and achieving excellence in education.”

As New York’s Elementary School Principal of the Year, Gray will be celebrated as a National Distinguished Principal by the National Association of Elementary School Principals at a recognition program sponsored by NASP this fall in Washington, DC.

Transition Scores continued from page 6

on student performance levels. Additionally, early childhood assessments that provide meaningful data have not kept pace with the current shifts in curriculum. Educators in early childhood education work hard to provide high quality programs, but do so by piecing together assessment measurements and instructional programs. A renewed interest and investment in early education is essential to support the work of administrators and teachers at the district level.

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.

Transition 

May 2016

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students who opted out of such testing, though in regard to state assessments and teacher/principal evaluations, several Regents members, including the chancellor, said that the need to regain public “trust” is essential in order to improve student participation.

Computer-based Assessment – A multi-year plan was presented for the transition to computer-based assessment as follows:

• NYS Alternate Assessment (NYSSA): In 2016 (this year) the NYSSA ELA and math components will be computer-based, with a large test window, from March 21 to June 3. Science and social studies will remain portfolio based.

• Grade 3-8 ELA and Math Assessments: In 2016, field tests will be administered by computer on a volunteer basis, with a test window from May 23 to June 10. A goal has been set for 700 schools to participate, 952 have volunteered. In 2017, the target is set for 700 schools to administer the official test (not the field test) by students with other districts administering field tests. Subsequent year targets are: 2018, 1400 official administrations, some field tests; 2019, 2080 official administrations, some field tests; and 2020, all grade 3-8 math and ELA assessments administered by computer as appropriate.

Academic Intervention Services – The board discussed and has posted for public comment a revised methodology by which school districts will identify students in grades 3-8 for the provision of academic intervention services (AIS). The new methodology will be phased-in over a two year period as follows:

• For 2016-17, all students performing at or below a median cut point score between Level 2 (partially proficient) and Level 3 (proficient) on the grade 3-8 ELA and math assessments must be “considered for AIS.”

• For 2017-18 and subsequent years, all students performing at or above a cut score established through the standard setting process must be “considered for AIS.”

Upon identifying a student for “consideration for AIS,” the school district must uniformly implement locally-developed procedures including multiple measures of student performance, to determine those students who will receive AIS. Such multiple measures may include, but are not limited to:

• Developmental reading assessments for grades K-6.

• NYS English as a Second Language Achievement Test (NYSESLAT).

1. APPR transition regulations were enacted from 2015-16 through 2018-19, to limit the use of the grade 3-8 ELA and math state assessments and any state-provided growth scores to “advisory” purposes only. All employment related decisions are based on “transition” scores and ratings.

2. Beginning in the spring of 2017, SED will establish committees of stakeholders, practitioners, and experts in the field to recommend assessments and evaluations that could be used for APPR purposes in the future.

3. In the fall of 2017, SED will present the committees’ feedback and recommendations, and next steps for an evaluation system based on committee discussions. The proposal for an evaluation system will be brought to the Board of Regents in the spring of 2018.

4. In the spring of 2018, SED will develop resources, conduct webinars, and provide direct outreach to districts and BOCES to ensure successful implementation in 2019-20.

Regent Tilless said that three members of the state legislature expressed to him that the Board of Regents can make all needed revisions of the APPR system. He, therefore, recommended the board send a message to the governor and legislature that “the law needs to change.” He described as an “exercise in futility” the requirement under §3012-c or transition to §3012-d. Commissioner Elia rejoined that there have been opportunities for legislators to change the law in the recent months – and they have chosen not to do so. Regent Tallon cautioned the board that “It’s a mistake to hand this back to the governor and the legislature three weeks after adopting the state budget, and say, ‘You got it wrong.’” He also pointed out that state aid increases for 2015-16 and 2016-17 are contingent on having a §3012-d APPR plan in place by September 1.

For more information regarding the Board of Regents meeting or any of the items discussed, contact James Meenan, Executive Director, AASA, at (631) 434-7065 (info@asaanys.org), or contact any of the Regents advisors at RegentsAdvisor@aasa.org.

The implementation and adoption of SMART Technologies, truly active learning approaches is top of mind with educators, and yet there is no clear path as to how technology can make the implementation easy, adoption more rapid, and what specific actions lead to incredible educational achievements. Recent research initiated by SMART Technologies studied insights from schools around the world, exploring what needs to be done to ensure technology helps achieve the successful student outcomes educators look for.

The research confirms that student success is enhanced when classroom technology is paired with pedagogical best practices. In fact, educators are 342 percent more likely to achieve outstanding success when using technology to teach best practices and technology frequently.

Additionally:
• Certain types of technologies support student success outcomes significantly better than other types of technologies.
• The use and frequency of technology in learning best practices makes a difference in technology rich classrooms.
• The research showed software is more closely related to success as compared to hardware and devices. More specifically, when software is used as whole class collaborative software was used daily or for most lessons for student co-creation, responses increased positive success.
• Concerns of technology being a distraction are most prevalent with less experienced educators and increases as student’s age.

To discover how technology can enable the success we all want for our students, read the full report at: http://go.smarttech.com/titlesearchfullreport.