

ANNUAL
PROFESSIONAL
PERFORMANCE
REVIEW

for the

Iroquois
Faculty
Association
2016-19

I. Introduction & Summary of Education Law

Pursuant to Section 3012-d of the Education Law, the Iroquois Central School District and the Iroquois Faculty Association have established a comprehensive evaluation system for classroom teachers. The District and the Association will continue to evaluate this new system. The terms of this evaluation agreement will sunset on June 30, 2019. Changes to this agreement may be effected with the mutual agreement of the parties. The Iroquois Central School District shall ensure that the performance of all teachers providing instructional services or pupil personnel services, as defined in section 80-1.1, is reviewed on an annual basis in accordance with the regulations prescribed in Section 3012-d of the Education Law.

Teachers shall receive training on Student Learning Objectives, the Danielson rubric, Teachscape Observation, the lesson segments and design questions, artifact collections and other APPR related systems as necessary to achieve complete understanding. The District and the IFA shall discuss the schedule of training opportunities and seek feedback from Covered Unit employees and administrators about additional training needs and other APPR related systems.

If the State of New York subsequently alters or substantively changes the rules and/or regulations of its APPR, the parties agree to meet and negotiate substitute provision(s) for such regulation(s).

II. Members Subject to the New Evaluation

Section 80-1.1 of the Commissioner's regulations specifically excludes pupil personnel services from the definition of classroom teaching services.

For bargaining unit members not included in the new regulations (i.e. social workers, counselors, psychologists), the amended 2010-2011 APPR shall continue to be used to conduct performance evaluations.

Beginning with the 2016-2017 school year, the Iroquois Central School District shall ensure that the reviews of all classroom teachers are conducted in accordance with the requirements of section 3012-d of the Education Law using the newly negotiated APPR or the amended 2010-2011 APPR, as appropriate. The Commissioner's regulations defines classroom teacher as a teacher in the classroom teaching service as defined in section 80-1.1 of the Commissioner's regulations.

A classroom teacher performing instructional support services for more than 40% of his/her time will not be included in the definition of classroom teacher for purposes of compliance with Education Law §3012-d unless he/she is also serving as a teacher in the classroom teaching service for 40% or more of his/her time. Supplemental school personnel (e.g., teacher aides and teaching assistants) and teachers of adult, community and continuing education are also excluded from the definition.

The District and the IFA will, on an annual basis, identify each individual who is not subject to the new APPR requirements and shall ensure that the evaluation of such individuals comports with the amended 2010-2011 APPR plan.

III. Teacher and Student Data

The District shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The District shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her based on the timeframe set by State Education on the form similar to the sample provided in **Appendix A**.

A “teacher of record” is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student’s learning in a subject/course with aligned performance measures.

Students are reported as linked to a teacher in two ways (i.e., “enrollment” linkage and “attendance” linkage):

- “Enrollment linkage” is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to the class and a student is enrolled in that class.
- “Attendance linkage” is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to a class, the student is enrolled in the class, and the student attends the class.

The Superintendent or his/her designee shall be designated as the Data Coordinator who shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Data Coordinator shall have the authority to assign tasks and deadlines, as required.

Iroquois Central will work with WNYRIC and SED to develop a process that aligns its Student Information System(s) to ensure that SED receives timely and accurate teacher, course and student “linkage” data, as well as a process for teacher and principal verification of the courses and/or student rosters assigned to them.

IV. Score Reporting

Iroquois Central will work with WNYRIC and SED to develop a process that aligns its Student Information System(s) to ensure that SED receives the individual subcomponent scores and the total composite effectiveness score for each applicable educator.

V. Balancing Classrooms

The District will make every attempt to balance K-8 classroom population by BEDS Day with respect to class size, student ability, students with IEPs and students with District Behavior Plans (FFBA and BIP). For students in grades 1-8, Student ability is defined as the AIMSWEB classification of Above Average (AA), Average (A) Below Average (BA) and Well Below Average (WBA) as determined by student performance on the

Spring administration of the Assessment and the RCBM scores. For Grade K, Classes will be balanced with respect to students with IEPs, class size and the Kindergarten screener. If the District elects to use a different assessment, the comparable rankings will be used. If an imbalance occurs, the teacher will be awarded 1 point on the composite score multiplied by the number of students in each of the stated categories which exceeds the fewest number of students in each category by more than one in any classroom of the same grade level and building, with a maximum of 2 points.

VI. Assessment Development, Security, and Scoring Procedures

The District's Superintendent or his/her designee is responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the District. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The District's Superintendent or his/her designee is also responsible for organizing scoring procedures in order to ensure that District scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

In general, for K-8, Summative Assessments will be scored by committees composed of teachers of different grade levels from the assessments they are scoring (i.e., an 8th grade Math State Assessment would be scored by a committee of 7th, 9th, and/or 10th grade Math Teachers). Regents Assessments will be scored by committees of teachers certified in the content area, and a teacher on the scoring committee will not score any papers of students on their rosters.

Summative Assessments which are not State Assessments will be scored by teachers who have no vested interest in the outcome. The IFA and the District will discuss the process of scoring Summative Assessments which are not State Assessments.

Assessments will be developed in accordance with guidance provided by the Commissioner and New York State Education Department. The Commissioner's Regulations prohibit teachers and principals from distributing any test items to students that will later contribute to the teacher's/principal's annual performance evaluation. As such, the District can release sample items and sample test forms that will help familiarize students with the testing format; however, the District cannot release actual operational test items, including performance tasks and writing prompts, to students ahead of time.

Commissioner's Regulations prohibit teachers and principals from scoring assessments where they have a vested interest in the outcome, even in cases where the teacher is the only one in the District with the specific content expertise. Teachers should not score their own students' assessments, and a principal should not score the assessments that are part of their own evaluations. Teachers and principals may only view students'

assessments after the assessment scores have been finalized, in accordance with security protocol for a particular test.

The District's Superintendent or his/her designee will create security processes for ensuring that any assessments and/or measures used to evaluate teachers and principals are not disseminated to students before administration, and that any assessments or measures, including those used for performance-based or performance task assessments that are used to establish a baseline for student growth are not disseminated to students before administration, and that teachers and principals do not have a vested interest in the outcome of the assessments they score.

All teachers and administrators will be provided both a verbal and written procedural review of assessment procedures, security, and scoring on a yearly basis.

VII. Teacher Evaluation Process

The new law requires each classroom teacher to receive an annual professional performance review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score is determined as follows:

- A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.
- B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

A. Composite Effectiveness Score

APPRs conducted under this plan shall differentiate teacher effectiveness using a composite effectiveness score which takes into account multiple measures of effectiveness. The Composite Effectiveness Score is the sum of the required subparts indicated below. The rating system shall define the overall categories of performance as follows:

Student Performance	Teacher Observation				
		Highly Effective	Effective	Developing	Ineffective
	Highly Effective	H	H	E	D
	Effective	H	E	E	D
	Developing	E	E	D	I
	Ineffective	D	D	I	I

The primary objective of Section 3012-d of the Education Law and the Iroquois Central School District APPR plan is to foster a culture of continuous professional growth. The APPR plan's three components are designed to complement one another:

- Statewide student growth measures will identify those educators whose students' progress exceeds that of similar students, as well as those whose students are falling behind as compared to similar students.
- Locally selected measures of student achievement will reflect local priorities, needs, and targets.
- Teacher observations, school visits, and other professional measures will provide educators with detailed, structured feedback on their professional practice.

By law, the APPR is required to be a significant factor in employment decisions such as promotion, retention, tenure determinations, termination, and supplemental compensation, as well as a significant factor in teacher professional development. The role of the APPR in such factors will be negotiated by the parties prior to implementation.

B. Student Achievement Measures (50 Points)

Categories	Points on Student Growth/ State Assessments or SLO
Highly Effective	18 – 20
Effective	15 – 17
Developing	13 – 14
Ineffective	0 – 12
Total Points possible	20

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score. That score will incorporate students' academic history compared to similarly academically achieving students and will use special considerations for students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. NYSED will also provide a HEDI subcomponent rating category and score from 0 to 20 points.

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have Student Learning Objectives (SLOs) for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses.

For grades and subjects whereby no state assessment measure with an approved growth or value-added model exists, the assessment used must be aligned to the NYS Learning Standards and the Common Core Learning Standards and identical across grade levels and content areas.

1. What is a Student Learning Objective (SLO)?

A Student Learning Objective is an academic goal for a teacher's students that is set at the start of a course. It represents the most important learning for the year (or, semester/quarter, where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, State, or national standards, as well as any other school and District priorities. Teachers' scores are based upon the degree to which their goals were attained.

(Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.) Unless there is a Value Added measure of student growth or Student Growth Percentile Score provided by the State, (currently this only encompasses those teachers of grades 4-8 ELA and Math) the District is required to provide all other classroom teachers' State subcomponent scores.

2. Who Needs to Use SLO for State Growth Subcomponent Scores.

Teachers of subjects where there is a state assessment but where the state has not yet created a growth measure will have a *growth measure based on SLOs*.

- **For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her**

superintendent or trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

3. HEDI Scoring Bands for SLO

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

D. Knowledge & Performance on New York State Teaching Standards

("Other Measures of Effectiveness")

A teacher's composite effectiveness score shall be based on multiple measures, using the criteria prescribed in 3012-d of the Education Law. Such measures shall be aligned with the New York State Teaching standards, which are enumerated below, and their related elements and performance indicators.

1) New York State Teaching Standards:

- a) the teacher acquires knowledge of each student, and demonstrates knowledge of student development and learning to promote achievement for all students;
- b) the teacher knows the content they are responsible for teaching, and plans instruction that ensures growth and achievement for all students;
- c) the teacher implements instruction that engages and challenges all students to meet or exceed the learning standards;
- d) the teacher works with all students to create a dynamic learning environment that supports achievement and growth;
- e) the teacher uses multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction;
- f) the teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning; and
- g) the teacher sets informed goals and strives for continuous professional growth.

A teacher's performance under this subcomponent must be assessed based on a teacher practice rubric(s) approved by the Department in accordance Section 3012-d of Education Law. The teacher practice rubric to be utilized will Enhancing Professional

Practice: A Framework for Teaching by Danielson (2011) which is attached as **Appendix E** to this document.

2. Distribution of Points

The fifty points shall be based on a combination of the following:

A) Formal Observation – 85%

- a. Domain 1 – 15%
- b. Domain 2 – 35%
- c. Domain 3 – 35%
- d. Domain 4 – 15%

B) Informal Observation – 15%

- a. Domain 1 – 15%
- b. Domain 2 – 35%
- c. Domain 3 – 35%
- d. Domain 4 – 15%

All evaluations shall be conducted openly, with the full knowledge of the teacher being observed. The evaluator shall be a certified administrator, duly employed as such by the Iroquois Central School District. There shall be no evaluations by peers, teachers on special assignment, or outside independent evaluators. Tenure teachers shall have one announced (formal) and one unannounced (informal) observation. Non-tenure teachers shall have two announced (formal) and one unannounced (informal) observation.

Domain subcomponents which are not observed shall not be evaluated during the observation.

3. Training of Evaluators

- a. The District must ensure evaluators have appropriate training before conducting evaluations as part of the Other Measures of Teacher Effectiveness. All evaluators should be appropriately trained and certified on the new APPR requirements. The District shall provide appropriate training and certify evaluators.

The training for Evaluators will include the following requirements:

- New York State Teaching Standards and Common Core Learning Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers and principals
- Use of Statewide instructional Reporting System Scoring methodology used to evaluate teachers and principals

- Specific considerations in evaluating teachers ELLS and students with disabilities
- b. The building Principal or Assistant Principal shall be the evaluator of a classroom teacher and is responsible for a teacher's evaluation and signs the summative APPR. Teachers in self-contained and/or Resource Room classrooms may also be evaluated by the Director of Instruction, Student Services & Assessment at the teacher's request.
- c. Districts shall either choose to use the SED training program issued through the network teams for their certification process or develop or contract for their own training and evaluator certification program.
- d. Training shall be linked to the selected rubric. The District shall coordinate with the selected rubric provider in regards to the training and certification of evaluators. Comparable training shall be provided for the teachers. Such training and recertification, shall, as required by the Commissioner's regulations, include a process for ensuring maintenance of certification, a process for ensuring inter-rater reliability and a process for recertifying evaluators.
- e. In order to conduct classroom observation as part of the APPR process, the Assistant Superintendent must successfully complete the training program and be certified prior to the completion of the teacher's evaluation.
- f. All district administrators will receive instruction in how to perform evaluations that ensure inter-rater reliability and validity, and will need to demonstrate that they have achieved a level of proficiency to appropriately, accurately and reliably prepare evaluations.

4. Evaluation Process

- a. Tenured teachers shall be evaluated only by their Building Principal or Assistant Principal for the formal observation and by independent evaluators for the informal observation. Circumstances may require that a tenured teacher be evaluated by the Assistant Superintendent. In such cases, the teacher shall be given advance notice of the name of the evaluator. Non-tenured teachers may also be evaluated by the Assistant Superintendent. Under special circumstances, a teacher may request to be evaluated by an administrator who is not the building Principal or Assistant Principal. Such a request must be approved by the Superintendent.
- b. No evaluations shall be conducted, unless other mutually agreed upon time:
 - K-5 grades:
 - Before October 1st
 - 2 days before or after Thanksgiving, Christmas, Winter, or Spring Break
 - The last two weeks of school

- 6-8 grades full year course:
 - Before October 1st
 - 1 day before or after Thanksgiving, Christmas, Winter, or Spring Break
 - The last two weeks of school
 - 6-8 grades semester course:
 - First 3 weeks at the start of the semester
 - 1 day before or after Thanksgiving, Christmas, Winter, or Spring Break
 - Last week of the semester
 - 6-8 grades quarter course:
 - First 2 weeks at the start of the quarter
 - 1 day before or after Thanksgiving, Christmas, Winter, or Spring Break
 - Last week of the quarter
 - 9-12 grades full year course:
 - Before October 1st
 - 1 day before or after Thanksgiving, Christmas, Winter, or Spring Break
 - Last two weeks of the semester
 - The last two weeks of school
 - 9-12 grades semester course:
 - First 3 weeks at the start of the semester
 - 1 day before or after Thanksgiving, Christmas, Winter, or Spring Break
 - Last two weeks of the semester
- c. In any building with multiple administrators, the District will whenever practicable, ensure that a teacher's observation is rotated annually among the building principal/assistant principal(s).
- d. Formal Observation Timelines:
All conferences shall be initiated by the Administrator and shall be held at a time that is mutually agreed upon. If the evaluated bargaining unit member or the evaluator is absent during the indicated timeframe within which the conference is to be held, the deadline will be extended an equivalent number of school days.
- In order to properly prepare the lesson plan and pre-observation forms, the District shall give a minimum of ten (10) school days notice prior to the formal observation.
 - The pre-observation conference shall be held within two (2) school days preceding the formal observation.

- The evaluator shall remain in the classroom for the entirety of the instructional period.
- Whenever an evaluation report is prepared following an observation, a conference will be held between the bargaining unit member and the evaluator, and initiated by the evaluator.
- The post-observation conference will be held within ten (10) school days of the formal observation. At this conference the evaluator shall review the evaluation report with the bargaining unit member and inform him/her of observed strengths and areas needing improvement.
- If the evaluated bargaining unit member or the evaluator is absent during that ten (10) school day period, then the deadline will be extended an equivalent number of school days.
- The written evaluation report will be prepared within five (5) school days of the post observation conference. The report will be dated and signed by the bargaining unit member at this conference. This signature does not indicate the bargaining unit member's agreement with the content of the evaluation report but does indicate a conference was held.
- The evaluation report shall be placed in the bargaining unit member's personnel file. A bargaining unit member will be given a copy of any of his evaluation reports at the end of the conference.

e. Informal Observation Timeline:

The evaluator must remain in the classroom for a minimum of 20 minutes for the informal observation. The administrator may request a list of activities which are planned during the intended week, so as to avoid tests, student presentations, and other events which do not lend themselves well to evaluating the instructor.

- If the observed teacher is satisfied with the APPR informal rating score the post conference shall be waived. If the teacher does not agree with the APPR informal rating score, the evaluator shall initiate a conference and meet with the teacher within ten (10) school days of the informal observation to review the evaluation report with the bargaining unit member and inform him/her of observed strengths and areas needing improvement.
- If the evaluated bargaining unit member or the evaluator is absent during that ten (10) school day period, the deadline will be extended an equivalent number of school days.
- The written evaluation report will be prepared within five (5) school days of the post informal observation conference.

- The report will be dated and signed by the bargaining unit member at this conference. This signature does not indicate the bargaining unit member's agreement with the content of the evaluation report but does indicate a conference was held. The evaluation report shall be placed in the bargaining unit member's personnel file. A bargaining unit member will be given a copy of any of his/her evaluation reports at the end of the conference.

Administrators will continue to walk through the building, but any classroom visits will not contribute to APPR composite scores.

E. Scoring Bands – Subcomponent & Composite Scoring & Ratings

The New York State Board of Regents prescribes the scoring ranges for each of the following rating categories: Highly Effective, Effective, Developing and Ineffective (HEDI). The process by which points are assigned in subcomponents will be transparent and provided in advance to those being rated.

NYS APPR Score Conversion Chart

	Overall School Visit Score and Rating	
	Minimum	Maximum
H	3.50	4.00
E	2.50	3.49
D	1.50	2.49
I	0.00	1.49

The District will make this plan publicly available on the district's website specifying how points will be assigned based on locally selected student achievement and other measures.

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric. The rubric rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher who scores 3.0 on the rubric would translate to a score in the "effective" range.

Standards for Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective	Results are well above state average for similar students (or District goals if no state test).	Results are well above District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results exceed NYS Teaching Standards.
Effective	Results meet state average for similar students (or District goals if no state test).	Results meet District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results meet NYS Teaching Standards.
Developing	Results are below state average for similar students (or District goals if no state test).	Results are below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective	Results are well below state average for similar students (or District goals if no state test).	Results are well below District- or BOCES-adopted expectations for student growth or achievement for grade/subject.	Overall performance and results do not meet NYS Teaching Standards.

F. Appeals Process

A teacher is not authorized to trigger the appeal process until he or she receives a composite score. 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 September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher receives his or her composite score.

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

1. A Covered Unit Member may challenge only
 - 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”).

Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. A teacher may not file multiple appeals regarding the same

APPR or TIP. 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. The challenge must be submitted within fifteen (15) school days of the receipt of the APPR and/or TIP which is the subject of the challenge, or other act complained of, or it is deemed waived. For purposes of this Memorandum of Agreement, school days shall exclude the periods of the Winter, Mid-Winter and Spring recesses, and any day in which both students and teachers are not in attendance (i.e. snow days). The administrator involved will schedule a meeting to discuss the challenge. A Covered Unit Member may select an Association representative to participate in the meeting within five (5) school days. Within ten (10) school days of the meeting, the Administrator 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. For a tenured teacher who received a rating of "highly-effective", or "effective" or a non-tenured teacher who received any rating, including "ineffective", the Administrator's determination shall be final. If that 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.

2. If a tenured Covered Unit Member received a rating of "ineffective" or "developing" and disagrees with the Administrator's response to the challenge, the teacher may submit the challenge, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to an Appeals committee composed of three individuals; one selected by the IFA, one selected by the District, and one selected by both parties.
3. The written challenge must be submitted within five (5) school days of the receipt of the Administrator's written response. The committee's written response to the appeal will be submitted to the teacher within five (5) school days of receipt of the appeal.
4. Should the teacher disagree with the committee's response, the final appeal may be made to the Superintendent of Schools within five (5) school days of receipt of the committee's written response. A meeting will be scheduled to discuss the appeal within five (5) school days. The tenured Covered Unit Member may select an Association representative to participate in the

meeting. The Superintendent shall render a final determination on the challenge within ten (10) school days thereafter.

5. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement. The District may only terminate or deny tenure to probationary teachers for constitutionally or statutorily permissible reasons" other than the performance being appealed during the pendency of an appeal.

A copy of any decision shall be provided to the teacher, the Association and the evaluator.

G. Teacher Improvement Plan (TIP)

The District shall provide timely and constructive feedback to classroom teachers on their APPR by providing each teacher with his or her scores within 30 days of the District receiving the teacher's State subcomponent score.

For those classroom teachers with a composite score of "Developing" or "Ineffective", the District shall develop and implement a Teacher Improvement Plan (TIP), as required under §30-2.10. The District shall formulate and commence implementation of a TIP for such teacher as soon as practicable, but in no case later than 10 school days after the opening of classes in the school year following the school year for which such teacher's performance is being measured.

The Parties understand and agree that the sole and exclusive purpose of the TIP is the improvement of teaching practice, and that issuance of a TIP is not a disciplinary action. The TIP shall be developed by the Superintendent or designee. A representative of the Iroquois Faculty Association who is not presently the teacher's mentor, will participate in the process at the teacher's request. The Association President shall be timely informed whenever a teacher is placed on a TIP, and, with the agreement of the teacher, shall be provided with a copy of the TIP.

A TIP shall clearly specify:

- (1) the area(s) in need of improvement drawn from the evaluation criteria of this APPR
- (2) the performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating
- (3) how improvement will be measured and monitored, and provide for periodic reviews of progress; and

(4) the appropriate differentiated professional development opportunities, materials, resources and supports that the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher (see **Appendix I**)

The teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through an appeal to the Superintendent. The decision of the Superintendent on the merits and/or implementation of the TIP shall be final.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety.

All professional development activities required under a TIP will be conducted during the regular workday and during the regular work year. The District may make employees aware of appropriate opportunities which are scheduled outside of the work day. The teacher may elect, or not, to attend the suggested opportunities.

H. Conformity to Law Clause

1. If any provision of this Agreement is or shall be at anytime contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law, any substitute action shall be subject to negotiation.
2. In the event that any provision of this Agreement is or shall be at anytime contrary to law, all other provisions of this Agreement shall continue in effect.
3. Nothing contained in this Agreement shall be construed to violate the rights of any individual.

2012 Teacher Course Reporting Data Verification

Teacher	School	District
---------	--------	----------

I have logged into the IRS (Information & Reporting System) website and verified the Teacher Student Roster Report for the following courses and sections:

- 1 2 3 4 5 6

And I found that...

- ☐ The data are accurate.
- ☐ The following inaccuracies need to be corrected:

[illegible]

Signature

Date _____

please return this completed form to your building principal.

cnvritc

Appendix B: NYS Student Learning Objective Template

<u>All SLOs MUST include the following basic components:</u>																					
Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)																				
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?																				
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?																				
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.																				
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?																				
Target(s)	What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?																				
HEDI Scoring	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?																				
	HIGHLY EFFECTIVE			EFFECTIVE			DEVELOPING			INEFFECTIVE											
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	>97%	93%	90%	85%	80%	75%	67%	60%	55%	49%	44%	39%	34%	29%	25%	21%	17%	13%	9%	5%	<4%
Rationale	Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness																				

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Appendix C: TEACHSCAPE DANIELSON RUBRIC (condensed)

Domain 1: Planning and Preparation

Components	Ineffective	Developing	Effective	Highly Effective
Ia: <i>Demonstrating Knowledge of Content and Pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Ib: <i>Demonstrating Knowledge of Students</i>	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Ic: <i>Setting Instructional Outcomes</i>	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.

Components	Ineffective	Developing	Effective	Highly Effective
<i>Id:</i> <i>Demonstrating Knowledge of Resources</i>	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<i>Ie:</i> <i>Designing Coherent Instruction</i>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
<i>If:</i> <i>Designing Student Assessments</i>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Components	Ineffective	Developing	Effective	Highly Effective
2a: <i>Creating an environment of respect and rapport</i>	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
2b: <i>Establishing a culture for learning</i>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only "going through the motions, and students indicate that they are interested in completion of a task, rather than quality." The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
2c: <i>Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

Components	Ineffective	Developing	Effective	Highly Effective
2d: <i>Managing Student Behavior</i>	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, and respects students.
2e: <i>Organizing physical space</i>	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3: Instruction

Components	Ineffective	Developing	Effective	Highly Effective
3a: <i>Communicating with students</i>	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
3b: <i>Using questioning / prompts and discussion</i>	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Components	Ineffective	Developing	Effective	Highly Effective
3c: <i>Engaging students in learning</i>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another
3d: <i>Using Assessment in Instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.
3e: <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

Domain 4: Professional Responsibilities

Components	Ineffective	Developing	Effective	Highly Effective
4a: <i>Reflecting on Teaching</i>	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
4b: <i>Maintaining Accurate Records</i>	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
4c: <i>Communicating with Families</i>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
4d: <i>Participating in a Professional Community</i>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.

Components	Ineffective	Developing	Effective	Highly Effective
4e: <i>Growing and Developing Professionally</i>	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
4f: <i>Showing Professionalism</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Appendix D: Teacher Improvement Plan Template

Name of Teacher: _____

Identify the area(s) of improvement identified in the annual evaluation:

1. _____
2. _____
3. _____
4. _____

This plan will begin on: _____

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

_____	_____
_____	_____
_____	_____

Any changes or modification to the plan must be in writing and will be appended to this document.

Teacher

Date

Administrator

Date

Attach a copy of the teacher's evaluation to this form

Area Needing Improvement: _____

Timeline for improvement:

--

Manner in which improvement will be assessed:

--

Differentiated Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____ Other
personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____ Other
personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____ Other
personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____ Other
personnel involved: _____

Complete this form for each area identified as needing improvement

IROQUOIS CENTRAL SCHOOL DISTRICT
P.O. BOX 32
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(FAX) 652-9305

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Superintendent of Schools

(716) 995-2324

KRISTIN KENDALL-JAKUS
Dir. Of Instruction, Student Services
& Assessment
(716) 995-2313

MARY JO DUDEK, Ed.D.
Assistant Superintendent for
Curriculum
(716) 995-2311

JOANNE M. GEORGE
Business Administrator
(716) 995-2315

IROQUOIS CENTRAL SCHOOL DISTRICT
APPR

Section 4b of the negotiated 2012-2013 Iroquois Central School APPR document states that no evaluations shall be conducted during the first or last 2 weeks of a semester, or 2 days prior to or after a recess or holiday, unless mutually agreed upon.

Should you elect to be evaluated during the first or last 2 weeks of a semester, or within 2 days prior to or after a recess or holiday, sign your name in the space provided below, and return the original to the Superintendent's Office. You should make a copy to retain for your records.

Teacher Name: _____ Date of Signature _____

Teacher Signature: _____ Date of Evaluation: _____

Administrator Signature: _____

.....

Section 4d of the negotiated 2012-2013 Iroquois Central School APPR document states that the District shall give a minimum of ten (10) school days' notice prior to the formal observation.

Should you elect to be evaluated with less than the minimum ten (10) school days notification sign your name in the space provided below, and return the original to the Superintendent's Office. You should make a copy to retain for your records.

Teacher Name: _____ Date of Signature _____

Teacher Signature: _____ Date of Evaluation: _____

Administrator Signature: _____ Date of Notification: _____

Teacher's Name: _____

School Year: _____

Position: _____

State/SLO Assessment		Professional Practice		Overall Composite Score	Evaluation Rating
Score	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective	Score	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective	N/A	☐ Highly Effective ☐ Effective ☐ Developing ☐ Ineffective

Teacher Signature: _____

Date: _____

Signature represents receipt of scores.

Administrator Signature: _____

Date: _____

N/A will be used for scores that are not currently available.