THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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January 20, 2017

Revised §3012-d Supplemental Form for Alternate SLOs (Material Change)

Douglas Scofield, Superintendent

Annual Professional Performance Review - Supplemental Form for Alternate

Supplemental Form Directions - Directions

Page Last Modified: 01/20/2017

Directions

Annual Professional Performance Review - Supplemental Form for Alternate

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 01/20/2017

2.10) Alternate SLOs: All Other Courses (Transition Period, 2016-17 through 2018-19)

If the option, "Other Courses as listed in Original Task 2.10" does not apply, please leave that box unchecked in the table above and use the table below to add courses.

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Annual Professional Performance Review - Supplemental Form for Alternate

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

Page Last Modified: 01/20/2017

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Annual Professional Performance Review - Supplemental Form for Alternate

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

Page Last Modified: 01/20/2017

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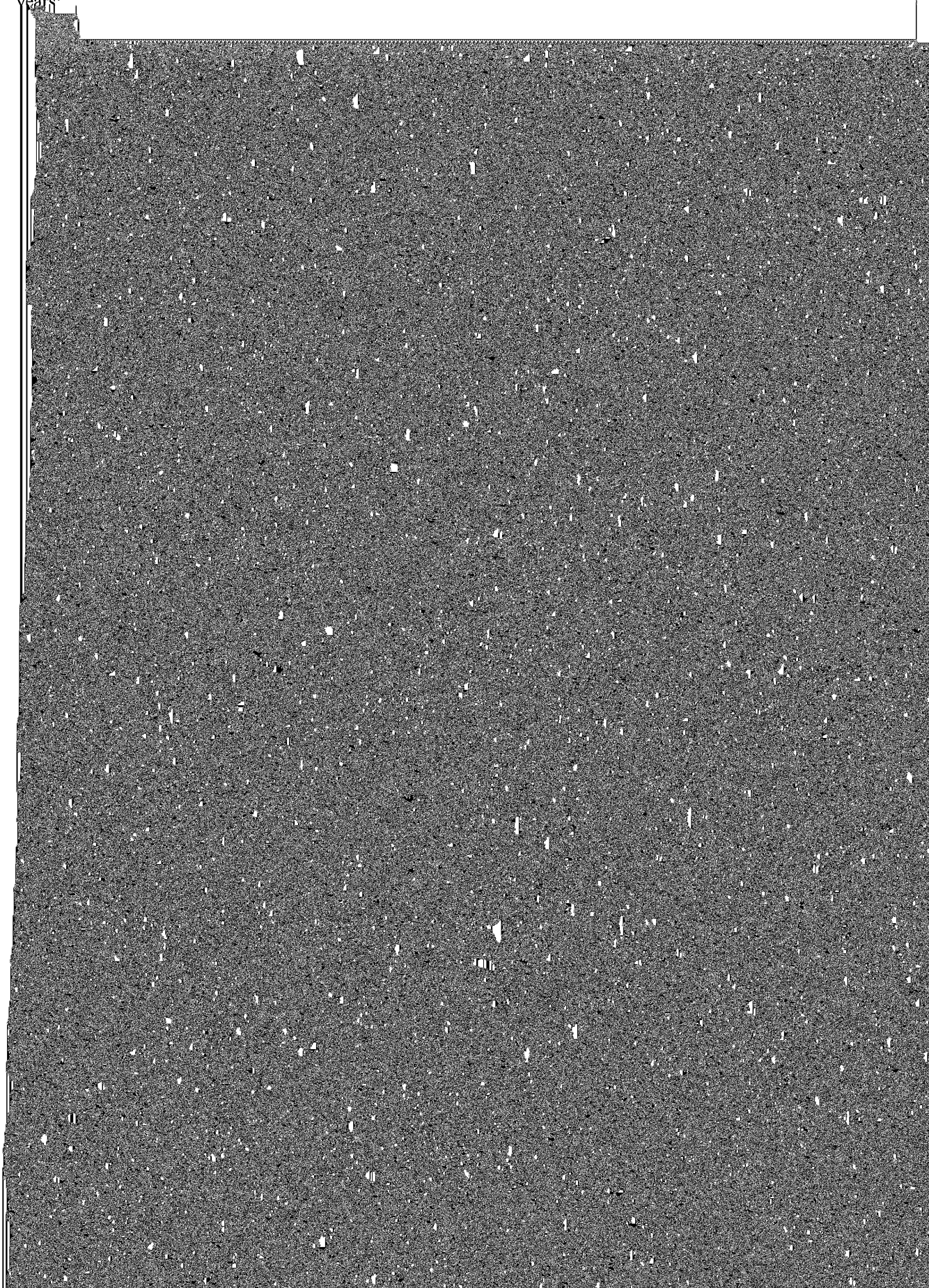

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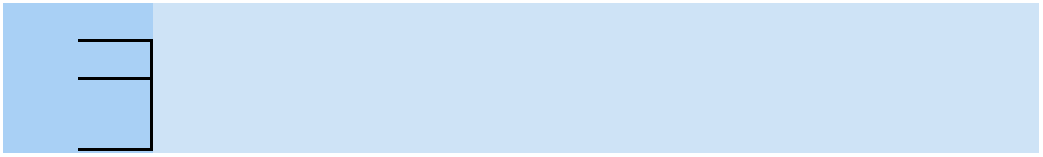

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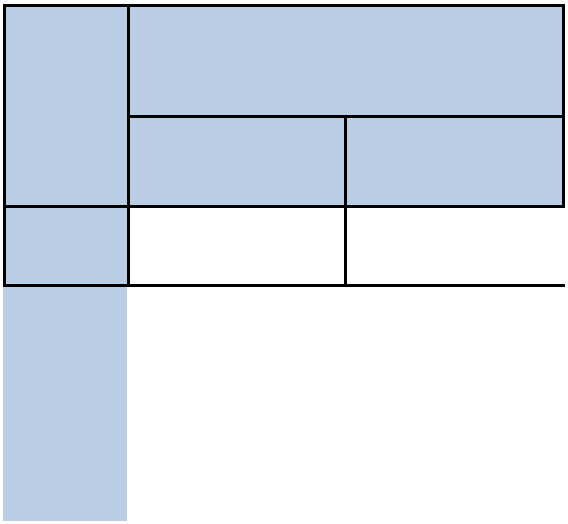

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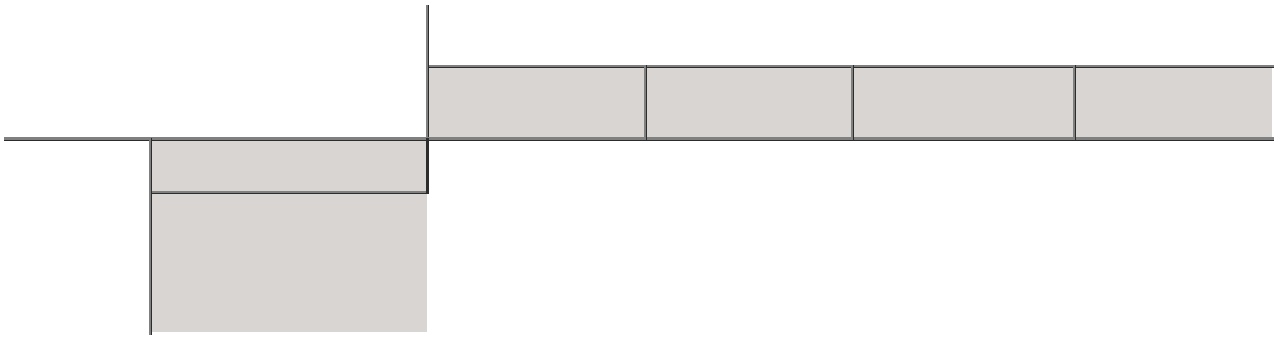

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Name of Teacher: _____

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 (modifications shall be completed by the Superintendent or their designee only) if necessary:

_____ _____

_____ _____

_____ _____

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

_____ _____
Teacher Date

_____ _____
Administrator Date

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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: _____
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IMPROVEMENT PLAN

Iroquois Central School District
Administrator Improvement Plan Process

Upon rating an Administrator as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The Superintendent or his designee must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.

2. Specific improvement goal/outcome statements.

3. Specific improvement action steps/activities.

Administrator Improvement Plan

Name of Administrator _____

School Building _____ Academic Year _____

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Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and Administrator initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the Superintendent and Administrator with the opportunity to attach comments.

DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR Plan.

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of that APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-2 of the Rules of the Board of Regents and has been duly adopted by the governing body of the school district or BOCES. By signing this document, the superintendent of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that all collective negotiations have been completed on all provisions of such APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, certify that, to the best of their knowledge, information and belief, all statements made herein are true, accurate and complete. Collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise revised to the extent required by Article 14 of the Civil Service Law as necessary to implement the district's or BOCES' annual professional performance review plan for teachers and principals. Teachers and principals will be evaluated using a comprehensive annual evaluation system that is in compliance with Education Law §3012-d and Subpart 30-2 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES, as there are no collective bargaining agreements, memoranda of understanding, or any other agreements or practices that would conflict, or interfere with full implementation of the APPR Plan, and that no memorandum of understanding will be entered into collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, understand that if the district's or BOCES' APPR Plan is rejected or if it is not approved by the Commissioner by September 28th, the district or BOCES will be subject to the Commissioner's approval process for APPR Plans pursuant to Chapter 57 of the Laws of 2012 and/or 2013 and Education Law §3012-d(11), as applicable.

The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to the district's APPR Plan:

- Assure that the evaluation system will be used as a significant factor in employment decisions and teacher and principal development
- Assure that the entire APPR review will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year in which the teacher or principal's performance is being measured
- Assure that the district or BOCES shall not utilize any growth or value-added measure in the Student Performance category, if available, for the Teacher Observation component or Principal Observation component for a teacher's or principal's annual professional performance review in multiple consecutive school years for the same year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is being measured.
- Assure that the APPR Plan will be filed in the district office and available for public inspection or on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan is approved by the Commissioner, whichever shall later occur
- Assure that accurate teacher and student data will be provided to the Commissioner in the manner prescribed by the Commissioner
- Assure that the district or BOCES will report the individual category and subcomponent scores and the overall composite for each classroom teacher and building principal to the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to review the rosters and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluators, certified evaluators, classroom observers and principal supervisors, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of

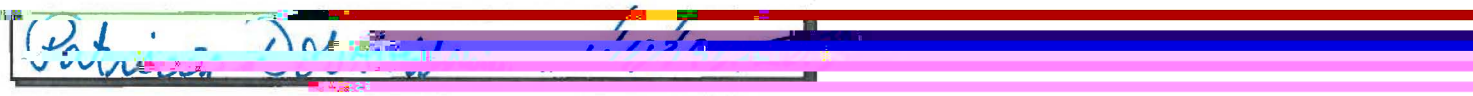
their pedagogical judgment

- Assure that [illegible] evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, have properly trained [illegible] certified as necessary in accordance with [illegible] applicable statutes and [illegible]
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and requires they provide for the timely [illegible] expeditious resolution of an appeal
- Assure that, for teachers, all observable (Danielson Charlotte Danielson Framework for Teaching) annual observations and, for principals, the ISLLC 2008 Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits
- Assure that it is possible for a teacher or principal to obtain each [illegible] subcomponent and that the district or BOCES shall ensure that the process by which weights and scoring ranges assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year.
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measure of student growth across all classrooms in the district/BOCES must be used in a consistent manner.
- Assure that all growth targets represent a minimum of one year of expected growth, [illegible] superintendent or another trained administrator.
- Assure that any material changes to this APPR Plan will be submitted to the commissioner each school year, on a form prescribed by the Commissioner, for the Commissioner's approval
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance
- Assure that the district or BOCES will provide the Department with [illegible] monitoring pursuant to Sub[illegible]
- Assure that the amount of time devoted to additional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the [illegible] grade does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for such classroom or program of the grade, and
- Assure that the amount of time devoted to [illegible] not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limit established by this subdivision. In addition, formative assessments shall not be counted towards the limit established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan or a qualified child's individualized education program. English language learners o[illegible]

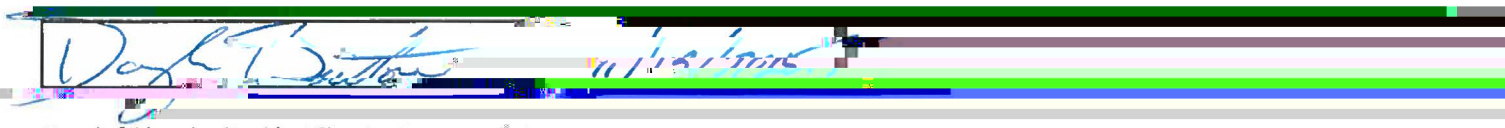
Signatures, dates

Superintendent Signature: [illegible] Date: [illegible]

Teachers Union President Signature: [illegible] Date: [illegible]



Administrative Union President Signature: [illegible] Date: [illegible]



Board of Education President Signature: [illegible] Date: [illegible]