

Evaluation Process

Opening Day GEA Meeting - GEA reviews G-CUSD 228 Evaluation Plan handout.

Opening Day Faculty Meeting -The building principal will review the Evaluation process with all staff members.

Before September 1st

- Principal notifies teacher who will be evaluating them.
- Teacher receives Evaluwise Link from their evaluator.
 - Teacher can upload artifacts any time after receiving link. Please see “Uploading Artifact” cheat sheet for specific details.

Formal Observation Cycle (Pre-Conference, Observation, Post-Conference)

- Pre-Observation Conference is held with evaluator. Teacher fills out pre-conference forms in Evaluwise at least 24 hours prior to conference. Be prepared to address the following topics: lesson plan, scope and sequence (ATLAS timeline), and attendance (ERMA from the past year.)
- Evaluator conducts a formal observation, lasting a minimum of 45 minutes at a time, a complete lesson, or a class period. Observation notes will be sent within 48 hours to the teacher.
- Post-Observation Conference is held with evaluator within five (5) school days of observed formal lesson. Be prepared to discuss the formal observed lesson and provide additional information about the lesson if needed.
- At the post-observation conference, the evaluator informs the teacher that prior to their Summative Evaluation meeting s/he is encouraged to finalize artifacts in Evaluwise. While there is no set number of artifacts needed, the teacher should upload quality artifacts which show his/her best planning, managing, teaching and professionalism. A timeline for the evaluation process and deadline for artifact uploads will also be discussed at this time.
- **In the case of Remote Learning, the current evaluation tool will continue to be used, with the inclusion of digital (live or recorded) evidence.**

Summative Evaluation

- Teacher is notified of the summative evaluation meeting date at least five (5) school days prior to meeting. Once the draft has been sent, no more artifacts can be uploaded for this summative evaluation cycle.
- Evaluator sends Summative Evaluation draft at least 48 hours prior to summative evaluation conference. The draft will include notification of the individual’s professional practice and feedback for improvement.
- Summative evaluation conference is held; both evaluator and teacher sign. Teacher comments may be added to the summative evaluation before signing.

		Teacher Practice (70%)			
Student Growth (30%)		Distinguished	Proficient	Needs Improvement	Unsatisfactory
	Distinguished	Distinguished	Proficient	Proficient	Needs Improvement
	Proficient	Distinguished	Proficient	Needs Improvement	Needs Improvement
	Needs Improvement	Proficient	Proficient	Needs Improvement	Unsatisfactory
	Unsatisfactory	Proficient	Needs Improvement	Needs Improvement	Unsatisfactory

Teacher Practice will account for 70% and Student Growth will account for 30% in the overall summative evaluation.

Individual Professional Growth Plan

Each teacher shall have a professional growth plan that shall span a minimum of two years. The professional growth plan shall include the following:

- a. Rationale for at least 1 goal
- b. Description of the goal
- c. Explanation of the process to achieve the goal
- d. Explanation of how one knows the goal has been attained
- e. Any resources necessary to successfully attain the goal
- f. Timeline

Each teacher understands that the goal statements may be used by leadership teams and administrators to help construct grade level, department, building and district-wide professional development opportunities.

The professional growth plan is not intended to be evaluated as a part of the summative evaluation directly, but rather is intended to assist the teacher in improving professional practice. It is expected that all teachers participate, but failure to reach a goal does not in and of itself constitute a failure within a particular domain of the summative instrument.

Individual Coaching Plan

Beginning with the 2020-2021 school year at GMS and the 2021-2022 school year for all other buildings, all teachers, as a part of their evaluation cycle, are required to create and complete a coaching plan in conjunction with instructional coaches as approved by the administration and outlined in the Plan. Nothing about the plan is evaluative except for the failure to work through and complete the Plan with the instructional coach.

1. The Individual Professional Growth Plan and Individual Coaching Plan may include the same goal, but can be different goals.

Professional Development Plan (Tenured Teachers Only)

Within 30 school days after the receipt of a Needs Improvement performance evaluation (summative) rating, the evaluator, in consultation with the teacher, shall develop a Professional Development Plan, The Professional Development Plan (PDP) will address the following:

- 1.) The performance areas that need improvement, including reference to the relevant components and domains.
- 2.) The specific strategies and supports that will be used to improve performance taking into account the teacher's on-going professional responsibilities, including the teacher's regular teaching assignment(s).
- 3.) The dates of the first meeting and follow-up meeting(s) to be determined by the evaluator and teacher, and the expected outcome(s) and indicators of progress/achievement of goals. The duration of the PDP will be at a minimum, 30 school days. During this time the teacher and evaluator will review the teacher's progress according to the PDP. The PDP may be extended for additional school days upon the recommendation of the administrator, and approval of the Superintendent.

A performance evaluation (summative) rating will be provided to the teacher at the end of the PDP. If at the end of the Professional Development Plan, the teacher has corrected the performance areas and receives a rating of Proficient or Distinguished, he or she is returned to the regular evaluation cycle. If the concerns remain unresolved, the teacher will receive an Unsatisfactory rating and the teacher will move into the remediation process.

Remediation Plan (Tenured Teachers Only)

At the performance evaluation (summative) conference, a teacher who receives an Unsatisfactory rating will be informed in writing of his/her need of remediation. Such tenured teacher rated as Unsatisfactory will undergo a remediation plan subject to the following: Within thirty (30) school days after a summative evaluation has resulted in a rating of Unsatisfactory, the District will develop and commence the remediation plan designed to correct the areas identified as Unsatisfactory, provided the deficiencies are deemed remediable.

1. The remediation plan will provide for evaluations and ratings once every forty-five (45) school days for ninety (90) school days immediately following the teacher's receipt of a remediation plan.
2. The evaluations and ratings shall be conducted by a qualified participating evaluator.
3. The qualified participating evaluator shall issue the final evaluation at the conclusion of the period specified by School Code. Said period shall be within ten (10) school days after the conclusion of the plan.
4. Any teacher who successfully completes the remediation plan by receiving a rating of Proficient or better at the conclusion of the remediation process shall be evaluated at least once during the school term following the receipt of the Unsatisfactory rating that triggered the remediation plan and thereafter be reinstated to the district evaluation schedule so long as the teacher is rated proficient or better. Any teacher who receives an Unsatisfactory or Needs Improvement at the conclusion of the remediation process shall be recommended for dismissal.

Appeal of an “Unsatisfactory” Summative Rating (Procedural Aspects of the Appeals Process)

Notice to Appeal

A teacher rated “unsatisfactory” on a summative evaluation may appeal the rating by submitting a timely written notice of appeal to the Superintendent. The teacher’s written notice of appeal must be submitted within five (5) days after receipt of the “unsatisfactory” rating. Upon receipt of a timely appeal, the Superintendent or designee will inform the evaluator who issued the “unsatisfactory” rating and convene the panel of qualified evaluators. Untimely appeals will not be advanced to the panel of qualified evaluators.

Engaging the appeals process shall not prevent the school district from developing a remediation plan for the teacher issued an “unsatisfactory” rating. Filing an appeal does not excuse the teacher’s participation in development or implementation in the remediation plan.

Content of the Notice of Appeal

The teacher must specify in the notice of appeal the reasons the “unsatisfactory” rating is erroneous and identify any facts or evidence to support the basis for appeal. Appeals may be based on student growth ratings in whole or in part only if the teacher identifies in the notice of the appeal an error in the computation of the student growth rating.

The evaluator who issued the “unsatisfactory” rating may submit a written response to the teacher’s appeal. The evaluator’s written response must be submitted to the superintendent within five (5) days after receipt of the notice of the teacher’s appeal.

The Written Record of the Rating

Upon receipt of a timely appeal, the Superintendent or designee will prepare the written record of the rating and submit it to the panel of qualified evaluators. The written record of the rating shall be limited to the following records:

1. The school district’s complete evaluation plan;
2. Documents and materials submitted by the teacher to the evaluator during pre- and post- conferences and observations;
3. The evaluator’s observations, comments, and feedback;
4. The teacher’s summative evaluation;
5. The teacher’s written notice of appeal specifying all bases for the appeal; and
6. Any written response to the appeal from the evaluator.

Panel Decision on Appeal

Upon receipt of the teacher’s written record of the rating, the panel of qualified evaluators will conduct an expedited review of the basis for the appeal. The panel shall notify the parties in writing of its decision to uphold or revoke the “unsatisfactory” rating within ten (10) teacher work days after the receipt of the written record of the rating. The decision of the panel is final and not subject to further review.

Panel of Qualified Evaluators (Defined)

Under School Code Section 24A-2.5, “evaluator” is defined as:

- An administrator who has fulfilled all applicable pre-qualification and retraining requirements, or
- Other individuals who have fulfilled all applicable pre-qualification and retraining requirements provided, however if those other individuals are in the bargaining unit of the school district’s teachers (i.e., “peer evaluators”), the school district and union must agree to those individuals evaluating union members.

Panel of Qualified Evaluators (Identified)

The panel of qualified evaluators, chosen by the superintendent and agreed upon by the GEA, shall consist of three principals (or assistant principals) not from the same building as the evaluator who issued the “unsatisfactory” rating. In order to revoke the “unsatisfactory” rating, all three (3) members of the panel of qualified evaluators must agree the “unsatisfactory” rating is erroneous.

Issuance of a Rating to Replace an “Unsatisfactory” Rating

Options

1. For a miscalculation of the scores, the replacement rating should be the rating resulting from the recalculation.
2. For other appeals:
 - a. Allow the Panel of Qualified Evaluators to determine the replacement rating to be issued by the District in each individual case.

Student Growth

The Geneseo Education Association and the Board of Education of Geneseo Community Unit School District #228 agree that student growth shall represent 30% of a teacher's performance evaluation.

The District shall implement the "all in" model, whereby the Joint Committee shall annually review appropriate Type I, Type II and Type III assessments that are representative of agreed to learning values within approved district curriculum. Efforts shall be made to be as comprehensive, fair, and equitable in the range and types of assessments. The joint committee shall identify the specific type of assessment(s) used for each category of teacher from the approved list in accordance with PERA requirements.

Assessment data shall be incorporated into an "all in" local growth model, currently utilizing the ECRA program which builds growth indicators upon individual student propensity values. Individual student results can be aggregated across time and across assessments to construct a district-wide student growth score.

Using the ECRA nomenclature, when the District overall "all in" score is two standard deviations above expected (Blue Dot), all teachers shall receive a 4 or Distinguished rating for that 30% of the summative performance rating calculated for student growth.

When the "all in" score is within one standard deviation of expected (Green Dot), all teachers in the district shall receive a 3 or Proficient rating for that 30% of the summative performance rating calculated for student growth.

When the "all in" score is one standard deviation below that of expected (Yellow Dot), all teachers in the district shall receive a 2 or Needs Improvement rating for that 30% of the summative performance rating calculated for student growth.

When the "all in" score is two standard deviations below that of expected (Red Dot), all teachers in the district shall receive a 1 or Unsatisfactory rating for that 30% of the summative performance rating calculated for student growth.

Annually, no later than December 1st, the Joint Committee shall agree upon the assessments to be used for the following year's growth scores. For the 2016 initial implementation, the Joint Committee shall reach agreement on the assessments for the growth score by June 1, 2016.

The assessments utilized for the "all in" student growth scores shall not be the same assessments that would be used, if any are used, in the performance section of the evaluation. Any assessments used in the performance section shall be mutually agreeable to both the teacher and evaluator.

The Joint Committee agrees that no student characteristics (such as ELL, low-income, gender, or IEP eligibility) shall bias the student growth score, and that the ECRA Local "All In" Growth Model accounts for any differences based upon demographics by virtue of the propensity score and normalized ability to aggregate a district score from multiple individual scores.

Professional Growth Plan

In accordance with the *Illinois School Code, 105 ILCS 5/24A-5, et seq.*, the following procedures will be followed when a tenured certified employee receives a summative overall “needs improvement” performance rating:

- Within 30 school days after the completion of an evaluation rating, the evaluator will prepare a professional development plan in consultation with the teacher, taking into account the teacher’s on-going professional responsibilities including his or her regular teaching assignments.
- The Professional Development plan will identify each area that needs improvement and any supports that the district will provide to address the areas identified as needing improvement with the goal of achieving a proficient or higher summative evaluation rating.

50.100.d. Use of Learning Forward The District has purchased a 3-year subscription to “Learning Forward” for professional development related to teacher evaluation needs, and encourages use of said subscription by the Teaching and Learning Team (TLT) where appropriate, and especially in situations where a teacher may require a Professional Growth Plan and/or remediation efforts.

Remediation Plan for Tenured Teachers

In the event a teacher's performance is evaluated as being unsatisfactory, said teacher is given a remediation plan Pursuant to Article 24 A-5 of the School Code, citing the various remediable deficiencies of unsatisfactory performance within 30 days after receiving the unsatisfactory notice. During the remediation period, the following provisions and procedures are in effect:

1. A committee consisting of an evaluator and a consulting teacher selected by the principal shall be determined to guide and assist the unsatisfactory teacher.
2. The consulting teacher shall be selected by the participating evaluator or principal.
3. The consulting teacher shall be an educational employee as defined by the Educational Labor Relations Act, have at least five years teaching experience, have a reasonable familiarity with the assignment of the teacher evaluated and have a distinguished rating on his/her most recent evaluation.
4. If there are no Geneseo District #228 teachers who meet these requirements, the Superintendent shall request the State Board of Education to supply one.
5. The teachers' association may compile a list of qualified teachers from which the consulting teacher is to be selected. The list shall contain the names of five qualified teachers, or all the names of qualified teachers if less than five. The State Board of Education shall determine qualifications if there is any dispute.
6. The consulting teacher shall participate in developing a plan to remedy the cited deficiencies. However, the final decision as to this plan shall be made solely by the Superintendent or designee.
7. The consulting teacher shall provide advice to the evaluated teacher on how to improve his or her teaching skills and to successfully complete the remediation plan.
8. Teachers on the remediation plan shall be evaluated and rated every 30 school days during the 90-day remediation period. Furthermore, they shall be evaluated according to the recommendation of the evaluator for the year immediately following the remediation period. Failure to strictly comply with the timelines for the required evaluations because of illness or leaves granted teachers under remediation shall not invalidate the results of the remediation plan.
9. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.
10. The consulting teacher shall be informed through office conferences with the qualified administrator and the teacher under remediation regarding the results of the remedial evaluations in order to continue providing meaningful assistance.
11. Any teacher who successfully completes a 90 school day remediation plan shall be returned to the regular evaluation cycle.
12. Any teacher who fails to obtain a satisfactory rating after completing the 90 school day remediation plan shall be dismissed.
13. A teacher may be dismissed at any time for irremediable deficiencies.

Domain and Professional Practice Summative Rating Matrix

Domain Ratings in Geneseo Community Unit School District 228:

- Distinguished-Distinguished rating in at least three of the components in the domain with the remaining components rated no lower than Proficient.
- Proficient-No more than one component rated as Needs Improvement with the remaining components rated as Proficient or higher.
- Needs Improvement-Two or more components rated as Needs Improvement, or one component rated as Unsatisfactory.
- Unsatisfactory-Two or more components in a domain rated as Unsatisfactory.

Domain 2 for Teachers – Classroom Environment				
Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
2a			X	
2b		X		
2c			X	
2d			X	
2e				X
Final Domain Rating			X	

Overall Summative Rating in Geneseo Community Unit School District 228:

- Distinguished-Distinguished rating in at least two of the domains with the remaining domains rated as Proficient.
- Proficient-No more than one domain rated as Needs Improvement, with the remaining domains rated as Proficient or higher.
- Needs Improvement-Two or more domains rated as Needs Improvement, and no domains rated as Unsatisfactory.
- Unsatisfactory-Any domain rated as Unsatisfactory.

Summative Rating				
Domain	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Domain 1		X		
Domain 2			X	
Domain 2		X		
Domain 4			X	
Overall Rating		X		

District 228 Evaluation Definitions and Terms

Summative System Terms	Definition
Summative Cycle	A one or two year process consisting of conversations around artifacts, walk-throughs, informal observations, and formal observations concluding with a summative rating.
Summative System	A differentiated process that accounts for distinctions in job assignments, responsibilities, years of experience, expertise, commitment, and individual practitioner's needs.
Artifacts	A collection of materials used to demonstrate evidence of professional practice and to encourage self-reflection.
Components	The 22 attributes that define the four domains. The levels of performance on these 22 components are used to determine domain ratings.
Domains	The four categories by which professional practice is defined. The level of performance in these domains is used to determine summative performance ratings.
Elements	Descriptors for each of the 22 components as defined in Danielson's Framework for Teaching. These 76 elements can be used in the development of professional goals.
Evidence	Illustration of a practitioner's professional work. Examples could include: parent communications, assessments, projects, lesson plans, student work samples, participation in professional growth activities as well as information gathered through conversations, observations (formal and informal) and walkthroughs. All evidence collected will be placed within the Framework's rubric for each component, then a preponderance of evidence will determine the final rating for that component.
Effective Teaching (Framework)	A Framework for Teaching that defines professional practice as outlined in <i>Enhancing Professional Practice: A Framework for Teaching</i> , 2nd Edition, by Charlotte Danielson. This Framework is aligned with and includes rubrics for all certified positions: teacher, counselor, social worker, and library/media specialist. This is the District 228 adopted instructional practice framework.
Formal Observation	Evaluator conducts a formal observation, lasting a minimum of 45 minutes at a time, a complete lesson, or a class period. Observation notes will be sent within 48 hours to the teacher.
Informal Observation	Consists of unscheduled observations. These observations include written feedback that describes professional practices observed and possible reflective questions for future conversation. An in-person discussion may occur after any informal observation. This should be requested by the person being evaluated within 5 days, and granted by the evaluator within 5 days of the request.

**All components are evenly weighted, no weighting of components or domains will be used*

50.120.III

- a. Tenured Cycle-minimum of 2 observations (1 must be formal) during the evaluation cycle
- b. Tenured teacher with “NI” or “U” for a summative rating, the following year must have a minimum of 3 observations (2 must be formal). “U” requires a 90-day remediation plan. “NI” requires a professional development plan.
- c. Non-tenured-a minimum of 3 observations (2 must be formal)

PROFESSIONAL STAFF CONDUCT/RESPONSIBILITY BULLETIN

The purpose of this document is to give licensed and endorsed professional staff in District #228 a general framework of their responsibilities and a clear expectation for conduct and performance that parallels our high expectations for student performance and achievement. We look forward to a wonderful school year and appreciate your continued commitment to excellence.

ATTENDANCE

Absence

Each employee plays a vital role in the operation of the school system. Any absence will diminish a necessary service. While the maintenance of good physical and mental health is of the utmost importance, each employee should strive to be in attendance every day.

Any absence from work must be for valid reasons, i.e., personal health or family emergencies. Personal convenience or advantage is not ethically acceptable reasons for absence, unless you have an approved personal leave.

Excessive absence is undesirable and detrimental to the District.

Injury Report

It is the responsibility of each employee to report as soon as practical, all injuries that occur during working hours. All such injuries must be reported to the school nurse, to the employee's supervisor and the Business Office. Employees who are injured while on the job will be subject to the Illinois Worker's Compensation Act. Failure to report an injury at the workplace may be considered a violation of work rules.

Notification of Absence

The District has procedures for reporting absences. An employee who must be absent is responsible to provide proper notification. Failure to provide a timely report of absence can cause unnecessary problems in the operation of the school or department.

Certification of Absence

An absent employee must complete the proper absence notification in ERMA, or alternate method where acceptable. An employee's salary for days absent cannot legally be paid if the appropriate certification of absence has not been filed.

Falsification of a signed statement or physician's certificate is grounds for suspension and/or termination of employment.

Tardiness

Each position has an established work schedule to which employees must adhere, including extra duty assignments such as morning, lunch and bus duty. An individual teacher cannot alter his/her established work schedule without prior administrative approval.

Excessive tardiness is unacceptable.

WORK SITE

An employee is expected to report on time as determined by either the negotiated agreement or by Principal directive; and stay at his/her job site during work hours except during lunchtime, unless job responsibilities require travel. In case of emergency, the employee should follow established procedure before leaving the work site. It is expected that all employees fulfill extra duty supervisory assignments as assigned (bus duty, lunchroom duty, playground duty, hall duty, etc.).

A teacher should not permit unauthorized persons into his/her classroom without first seeking administrative approval and appropriate background checks.

CONDUCT

An employee is expected to be knowledgeable of Board policies and procedures and State and Federal laws and rules related to the successful function of his or her job. An employee should also be knowledgeable of contents of the Negotiated Agreement. In all cases, employees are expected to implement and carry out the mission and objectives of District policies and procedures and their job description. Furthermore, an employee is expected to be considerate of all fellow employees, as well as students, parents, and the citizens who use school facilities.

Any conduct which discredits the education profession or the reputation of the Geneseo Community Unit School District Board of Education may be considered conduct unbecoming an employee. Behavior that directly or indirectly negatively impacts teaching and learning is unacceptable. Examples of such conduct may include:

- a. Use of vulgar, profane, or other disrespectful, discriminatory or racist language;
- b. Giving cruel and/or humiliating verbal abuse to others, particularly in the presence of their peers;
- c. Shaking, striking, pushing or propelling others into walls, furniture, or the ground;
- d. Failing to maintain confidentiality in discussing District, school, or student matters;
- e. Inappropriately seizing and/or using student property;
- f. Inappropriately handling or using District property, especially care of technological equipment;
- g. Failure to comply with Board-approved curriculum, instructional materials and assessment practices;
- h. Inappropriate use of cell phones during instructional time;
- i. Inappropriate or unauthorized use of District facilities;
- j. Inappropriate, offensive or disruptive dress;
- k. Failure to communicate in a timely and professional manner with parents and/or community members;
- l. Dishonesty;
- m. Failing to be prepared for work;
- n. Engaging in criminal activities;
- o. Falsifying timesheets, assessments, or any other work-related documents including applications;
- p. Failing to report unsafe or hazardous conditions;
- q. Failing to report any suspected incidences of abuse;
- r. Failing to complete assigned tasks on time;
- s. Copyright infringement.

Administration will consider aggravating and mitigating circumstances when considering the consequences for misconduct. Consequences may range from oral warnings up to termination, depending upon the severity and frequency of infractions.

While it is impossible to predict the many situations that may arise or to describe all aspects of acceptable or unacceptable conduct, an employee is expected to know and apply Board Policy and Procedures related to his or her job. Beyond that, an employee is to use common sense, courtesy, consideration, and reasonableness in relationships with other persons.

INSUBORDINATION

The immediate administrator/supervisor is expected to provide clear direction so reasonable work may be accomplished in accordance with the concept of need and/or priority.

An employee is expected to follow instructions whether or not the employee is in agreement with the instruction, unless the employee is placed in an unsafe or unlawful condition.

WORKPLACE HARASSMENT (Board Policy 5:20)

The Geneseo Community Unit School District #228 Board of Education prohibits any form of sexual harassment. Sexual harassment may include, but is not limited to:

- a. Creating an intimidating, hostile, or offensive work or learning environment;
- b. Repeated offensive sexual flirtations;
- c. Sexual advances or propositions;
- d. Verbal remarks or abuse of a sexual nature;
- e. Graphic or degrading verbal comments about an individual or his/her appearance;
- f. The display of sexually suggestive objects or pictures;
- g. Any offensive or abusive physical contact.

Whenever any employee engages in sexually provocative or exploitative conduct, (including "dating"), with students of the Geneseo Community Unit School District #228, a strong presumption of unfitness arises against the employee.

If any employee has questions, concerns or complaints regarding sexual harassment, he or she is to contact his or her immediate supervisor, or the Nondiscrimination Coordinator and/or reference Board Policy, 2:260 Uniform Grievance Procedure. The current Nondiscrimination Coordinator is:

Mr. Tim Gronski
648 N. Chicago Street
Geneseo, IL 61254
309-945-0450

POSSESSION OR USE OF ALCOHOL, TOBACCO, CONTROLLED SUBSTANCES, OR WEAPONS ON DISTRICT PREMISES

Board policy prohibits the unlawful manufacture, distribution, dispensing, sale, possession or use of alcohol, tobacco, and/or controlled substances or weapons on District premises or while performing any function as an employee of the District. Employees are expected to report for and continue throughout the workday, including lunch period, free from alcohol, tobacco, and/or controlled substances.

Any employee who must use medication that may affect the sense of balance or speech should notify his or her immediate supervisor before starting work.

Smoking, **including use of smokeless tobacco**, is not allowed on school premises at any time, or in any district vehicle.

No employee may possess, use, or exhibit weapons on District-owned property.

AUTHORIZED USE OF DISTRICT-OWNED MATERIAL

District-owned property, equipment, and supplies are intended for school use.

If, however, equipment is used other than at a Geneseo Community Unit School District #228 site, **prior approval must be obtained** by completing the proper Request Form, 5:65-AP, and submitting it to the superintendent or designee.

An employee may not appropriate for personal use property, equipment, or supplies owned by or under the control of the Geneseo Community Unit School District #228. The following items are not available for personal use, unless the employee obtains specific and written approval from the superintendent or designee: District vehicles, trailers, technology equipment (such as digital cameras, printers, projectors, etc.), dishwashers, ovens, washing machines, dryers, and school trash dumpsters. (Board Policy 5:65)

Board Policy 6:235 Access to Electronic Networks should be taken seriously. Employees should never give their passwords to students or family members.

Failure to adhere to any part of this bulletin could result in disciplinary action.

If you have any questions in regard to the content of this bulletin, please contact your Building Principal.

Superintendent and GEA Review August, 2017
Superintendent Review November, 2019

Geneseo Schools Instructional Coaching Evaluation Rubric

(to be placed in EvaluWise, w/ Joint Committee approval)

Evaluator:							
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1 Planning and Preparation

1a Demonstrating knowledge of current trends in instructional coaching and professional development

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach demonstrates little or no familiarity with instructional coaching or trends in professional development.	Instructional coach demonstrates basic familiarity with instructional coaching and trends in professional development.	Instructional coach demonstrates thorough knowledge of instructional coaching and trends in professional development.	Instructional coach's knowledge of instructional coaching and trends in professional development is wide and deep; coach is regarded as an expert by colleagues.

Evidence

1b Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional coach demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional coach demonstrates thorough knowledge of the school's program and teacher skill in delivering that program.	Instructional coach is deeply familiar with the school's program, works to shape its future direction and actively seeks information as to teacher skill in that program.

Evidence

1c Establishing goals for instructional improvement appropriate to the setting and the teachers served

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach has no clear goals for instructional improvement, or they are inappropriate to either the situation or the needs of the staff.	Instructional coach's goals for instructional improvement are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional coach's goals for instructional improvement are clear and are suitable to the situation and the needs of the staff.	Instructional coach's goals for instructional improvement are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Evidence

1d Demonstrating knowledge of resources, both within and beyond the school and district

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional coach demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional coach is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional coach actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.

Evidence

1e Planning instructional improvement, integrated with the overall school program

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional coach's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

Evidence

1f Developing a plan to evaluate instructional improvement

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional coach has a rudimentary plan to evaluate instructional improvement.	Instructional coach's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional coach's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence

2 The Coaching Environment

2a Creating an environment of trust and respect

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Teachers are reluctant to request assistance from the instructional coach, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional coach are cordial; with all contacts initiated by the instructional coach.	Relationships with the instructional coach are respectful, with some contacts initiated by teachers.	Relationships with the instructional coach are highly respectful and trusting, with many contacts initiated by teachers.

Evidence

2b Establishing a culture for ongoing instructional improvement

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional coach.	Instructional coach promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional coach has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the coach.

Evidence

2c Establishing clear procedures for teachers to gain access to instructional support

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
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	When teachers want to access assistance from the instructional coach, they are not sure how to go about it.	Some procedures (i.e. registering for workshops) are clear to teachers, whereas others (i.e. receiving information support) are not.	Instructional coach has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
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Evidence

2d Establishing and maintaining norms of behavior for professional interactions

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	No norms of professional conduct have been established. During group coaching or trainings teachers are frequently disrespectful in their interactions with one another.	Instructional coach's efforts to establish norms of professional conduct are partially successful.	Instructional coach has established clear norms of mutual respect for professional interaction.	Instructional coach has established clear norms of mutual respect for professional interaction. During group coaching or trainings teachers ensure that their colleagues adhere to these standards of conduct.

Evidence

2e Organizing physical space for workshops, training, or classroom lessons

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop or classroom activities.	The physical environment does not impede workshop or classroom activities.	Instructional coach makes good use of the physical environment, resulting in engagement of all participants in the workshop or classroom activities.	Instructional coach makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Evidence

3 Instruction

3a Collaborating with teachers in the design of instructional units and lessons

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional coach collaborates with classroom teachers in the design of instructional lessons and units when specifically directed to do so.	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units, with some evidence of questioning and discussion that guides improvement.	Instructional coach initiates collaboration with classroom teachers in the design of instructional lessons and units, sharing enhanced instructional tools and resources, and guiding improvement through consistent deep listening and questioning.

Evidence

3b Engaging teachers in learning new instructional skills

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
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	Teachers decline opportunities to engage in professional learning.	Instructional coach's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills, with initiative coming from the instructional coach.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
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Evidence

3c Sharing expertise with staff

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops are mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops are uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional coach's model lessons and workshops are uniformly high and appropriate to the needs of the teachers being served. The instructional coach conducts extensive follow-up work with teachers.

Evidence

3d Locating resources for teachers to support instructional improvement

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional coach's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional coach locates relevant resources for instructional improvement for teachers when asked to do so, or during coaching cycles.	Instructional coach is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs, and making resources available to all teachers through a variety of platforms.

Evidence

3e Demonstrating flexibility and responsiveness

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach adheres rigidly to a plan, in spite of evidence of its inadequacy.	Instructional coach makes modest changes in the coaching process when confronted with evidence of the need for change.	Instructional coach makes revisions to the coaching process when it is needed.	Instructional coach is continually seeking ways to improve the coaching process and makes changes as needed in response to student, parent, teacher, or administrative input.

Evidence

4 Professional Responsibilities

4a Reflecting on practice

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
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	Instructional coach does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional coach's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional coach's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional coach makes some specific suggestions as to how the support program might be improved.	Instructional coach's reflection is highly accurate and perceptive, citing specific examples. Instructional coach draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely effect of each strategy.
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Evidence

4b Maintaining instructional coaching records and reporting out results

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach does not follow established procedures for maintaining records and submitting reports. Reports are routinely late.	Instructional coach's efforts to maintain records and prepare reports are partially successful, following most established procedures. Most reports are submitted on time.	Instructional coach's records are accurate and complete, following all established procedures. All reports are submitted on time.	Instructional coach's records are accurate and complete, following all established procedures. All reports are submitted on time. Records and reports are readily accessible, and intentionally designed for use in instructional and program improvement.

Evidence

4c Coordinating work with other instructional coaches

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach makes no effort to collaborate with other instructional coaches within the district.	Instructional coach makes some effort to positively collaborate with other instructional coaches within the district.	Instructional coach collaborates effectively with other instructional coaches within the district, taking initiative to do so.	Instructional coach takes a leadership role in coordinating projects with other instructional coaches within and beyond the district.

Evidence

4d Participating in a professional community

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach's relationships with colleagues are negative or self-serving, and the coach avoids being involved in school and district events and projects.	Instructional coach's relationships with colleagues are cordial, and the coach participates in school and district events and projects when specifically requested.	Instructional coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional coach makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

Evidence

4e Engaging in professional development

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
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	Instructional coach does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional coach's participation in professional development activities is limited to those that are convenient or are required.	Instructional coach seeks out opportunities for professional development based on an individual assessment of need.	Instructional coach actively pursues professional development opportunities and makes a substantial contribution to the profession through initiation and implementation of professional development in the school, district, and beyond the district.
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Evidence

4f Showing professionalism, including integrity and confidentiality

Level of Performance	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Instructional coach displays dishonesty in interactions with colleagues and violates norms of confidentiality. The instructional coach does not comply with school and/or district regulations.	Instructional coach is honest in interactions with colleagues and respects norms of confidentiality. The instructional coach must be reminded by supervisor(s) about complying with school and district regulations.	Instructional coach displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The instructional coach is active in serving all stakeholders, maintaining an open mind in team or professional decision making. The instructional coach complies fully with school and district regulations.	Instructional coach can be counted on to hold the highest standards of honesty, integrity, and confidentiality in interactions with students and the public, and takes a leadership role with colleagues. The instructional coach is highly proactive in serving all stakeholders, seeking out resources and supports when needed. The instructional coach makes a concerted effort to challenge negative attitudes or practices to ensure that all stakeholders are honored in the school. The instructional coach takes a leadership role in team decision making and helps ensure that such decisions are based on the highest professional standards. The instructional coach complies fully with school and district regulations, taking a leadership role with colleagues.

Evidence