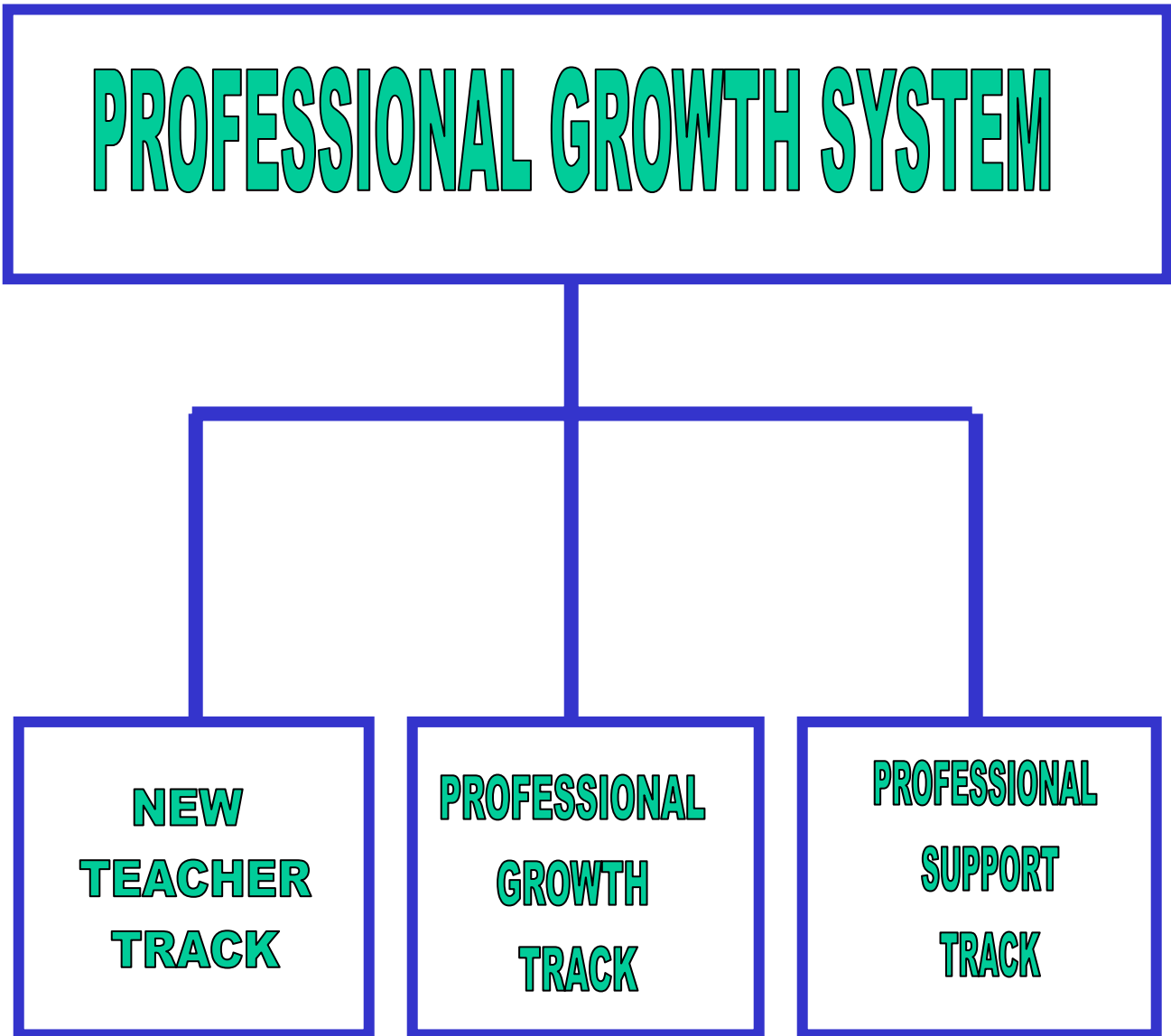


Keeneyville Elementary School District 20  
Hanover Park, Illinois



Adopted: October 14, 1999  
Implemented: August 27, 2001.

**KEENEYVILLE ELEMENTARY SCHOOL DISTRICT 20**

**PROFESSIONAL GROWTH SYSTEM**

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**Keeneyville Elementary School District 20**

5540 Arlington Drive East  
Hanover Park, Illinois 60133

Evaluation Committee Members:

*Jennifer Alderson, Teacher, Greenbrook*  
*Yvonne Cox, Teacher, Greenbrook*  
*Cindy Petranoff, Teacher, Greenbrook, KEA*  
*Amy Read, Teacher, Spring Wood*  
*Cathy Henry, Teacher, Waterbury*  
*Becky Jarolin, Teacher, Waterbury*  
*Deena McLoughlin, Teacher, Waterbury*  
*Ninfa Agnello-Harrington, Principal, Waterbury*  
*Dorothy Dirks, Assistant Superintendent*

FY03 District 20 Administrators Qualified to Evaluate Staff Members:

Ms. Deb Schlunz, Principal, Greenbrook  
Ms. Peggy Brown, Assistant Principal, Greenbrook  
Mr. Tod Tecktiel, Assistant Principal, Greenbrook  
Mr. Craig Barringer, Principal Spring Wood  
Mr. Mark Bocian, Assistant Principal, Spring Wood  
Ms. Beth Carow, Assistant Principal, Waterbury

## KEENEYVILLE ELEMENTARY SCHOOL DISTRICT 20

### INTRODUCTION

Work on the project to establish a system for continuous professional growth for the teachers of District 20 began in June 1999. A committee, appointed by Dr. Anthony Przeklasa, Superintendent, in accordance with the collective bargaining agreement, was charged with reviewing the current evaluation system used in the district. The committee was representative of each building, the administration, and the district's teacher association, the Keeneyville Education Association.

Research documents were gathered that shed light on current thinking regarding the developmental nature of a teacher's career as well as the role that evaluation plays throughout a teacher's career. The committee conducted its own in-house research by surveying the staff at each building to determine how effectively the 1985 evaluation tool has worked for them. It was clear from all the responses that something new was needed for evaluation if it was to have any professional effect.

Alongside the research, the committee completed an analysis of the current evaluation instrument in relation to the current information about evaluation. The committee found that the old instrument contained many of the pieces that are considered critical for professional growth. What was not included in the old instrument was the notion of continuous improvement through the goal setting process. The committee then began the work of collecting other evaluation systems from other districts to investigate how they were accomplishing the task of evaluating staff through more meaningful ways.

Dr. Tom McGreal, Dr. Paul Thurston, and Ms. Charlotte Danielson wrote several of the research documents that the committee relied upon. These three researchers have worked for many years in the areas of teacher evaluation, supervision, and personnel. Besides reading their work, the committee also met with both Dr. McGreal and Charlotte Danielson on several occasions, seeking advice and guidance throughout the writing process.

Once all the pieces were on the table, the committee began to structure the philosophy and belief statements that would be the foundation of the District 20 system. Direct reliance on the District 20 Mission statement as well as the District 20 Graduate Profile was made by the committee as it pursued the writing of this foundation. The committee also relied on the Danielson book, *Enhancing Professional Practice: A Framework for Teaching*, to give a picture of how a teacher moves along a professional continuum throughout his or her teaching career. This framework would eventually form the basis of what teaching looks like in District 20. It represents what we call the "Teacher Profile for District 20."

Committee meetings filled with continued reading and study took place throughout the summer of 1999 culminating in a draft of the Professional Growth Track. This track was piloted the following school year, 1999-2000. Staff members who would have been

evaluated under the traditional system during that school year were asked to volunteer to work with the developing system. Administrators and teachers provided valuable feedback for the committee throughout that pilot year.

During the summer of 2000, the committee synthesized the feedback from the piloted track as well as completing the work on the New Teacher Track. A system of formal and informal observations coupled with teacher reflection sheets and a portfolio of evidence artifacts became the defining features of this track. The school board and the association submitted the New Teacher Track to the Illinois State Board of Education in July 2000. It was implemented in the fall of 2000 with all non-tenured staff members.

The evaluation committee continued its work refining all three tracks during the 2000-2001 school year. A waiver request was made to the General Assembly regarding the elimination of a rating assignment in our system. The waiver request was approved during the spring legislative session. The request was made because of the district's belief that when a teacher has attained tenure, his or her performance is at least satisfactory. Assignment of a rating does not necessarily contribute to continued professional growth. Rather, the development of goals and actions plans related to those goals provide an effective process that encourages dialogue between the administrator and the teacher to ensure professional growth for all staff members. Final adjustments were made to the entire system in June 2001 with full implementation of the system beginning Fall 2001.

The Professional Growth System is designed to reflect the District 20 Mission Statement. In that statement the community affirmed its desire that "all students become competent, motivated graduates who have developed self-worth and confidence, have gained those skills which encourage a lasting joy and passion for learning, and are prepared academically, emotionally, and socially to live in a diverse complex society." This mission can only be achieved if the teaching staff is also competent, motivated, has a healthy self-worth and confidence, and exhibits a lasting joy and passion for learning. Understanding this, the committee fashioned the Professional Growth System to clearly align with current research regarding teacher growth and professionalism and the community's desires. The Professional Growth System is dependent upon a commonly held understanding of what teaching looks like and a common vocabulary used when talking about it within the organization. That understanding is clearly stated in the framework by Ms. Danielson. The goal setting process designed to promote an ongoing dialogue between teacher and administrator using a common set of images and words has great promise of moving District 20 to the forefront in teacher evaluation.

The members of the committee greatly appreciated the feedback from the piloting teachers and the administrators who worked with the instrument as it was being developed. The committee is also grateful for the opportunity to study and learn together with the result being a document that will serve the district for many years to come.

June, 2000

# ESD 20

*Kids 1<sup>st</sup> for 100 years!*

Position: Teacher  
Reports to: Building Principal  
Employment: 10 months (185 days) Per collective bargaining agreement with the Keeneyville Education Association.

## Qualifications:

1. Set by Article 21 of the Illinois School Code

## Duties and Responsibilities:

### *Planning and Preparation*

1. Demonstrate knowledge of content and pedagogy.
2. Demonstrate knowledge of students.
3. Selection of appropriate instructional goals.
4. Demonstrate knowledge of resources.
5. Design coherent instruction.
6. Assessment of student learning.

### *Classroom Environment*

1. Create an environment of respect and rapport
2. Establish a culture for learning
3. Manage classroom procedures
4. Manage student behavior
5. Organize physical space

### *Instruction*

1. Communicate clearly and accurately
2. Use questioning and discussion techniques
3. Engage students in learning
4. Provide feedback to students
5. Demonstrate flexibility and responsiveness

### *Professional Responsibilities*

1. Reflect on teaching
2. Maintain accurate records
3. Communicate with families
4. Contribute to the school and district
5. Grow and develop professionally
6. Show professionalism

Keeneyville Elementary School District 20

**PROFESSIONAL GROWTH SYSTEM**

**Purpose**

The purpose of Keeneyville District 20's Professional Growth System is to provide a process that supports the efforts of every educator to ensure success for all students by:

- reflecting the District's Mission Statement;
- providing the basis for an accountability system which is purposeful, consistent and fair;
- facilitating professional growth;
- promoting a dialogue between professionals; and,
- recognizing and supporting effective teaching.

**Mission**

With mutual respect and dignity, all Keeneyville District 20 personnel will participate in continuous professional growth. This will foster a lasting joy and passion for learning, staff collegiality, and quality instruction for all.

**Beliefs**

We believe that all staff members:

- have a right to mutual respect and acceptance;
- deserve learning opportunities that validate individual abilities and talents enhanced by social and emotional support;
- are committed to quality staff development which results in improved instruction;
- deserve and have the right to an enjoyable learning experience as well as the responsibility to grow professionally which is fostered through clear expectations, interactive communication and constructive feedback; and,
- are capable of success.

Keeneyville Elementary School District 20

**District 20 Teacher Profile**

**Professional Competency Domains**

- Domain 1: Planning and Preparation  
Demonstrating knowledge of content and pedagogy  
Demonstrating knowledge of students  
Selecting instructional Goals  
Demonstrating knowledge of resources  
Designing coherent instruction  
Assessing student learning
- Domain 2: The Classroom Environment  
Creating an environment of respect and rapport  
Establishing a culture for learning  
Managing classroom procedures  
Managing student behavior  
Organizing physical space
- Domain 3: Instruction  
Communicating clearly and accurately  
Using questioning and discussion techniques  
Engaging students in learning  
Providing feedback to students  
Demonstrating flexibility and responsiveness
- Domain 4: Professional Responsibilities  
Reflecting on teaching  
Maintaining accurate records  
Communicating with families  
Growing and developing professionally  
Showing Professionalism

*Reference: Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching, ASCD, 1996.  
A complete explanation of each of these domains is provided in Ms. Danielson's book.  
Ms. Danielson's book is given to each new employee when they enter the district.*