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New Teacher Track

Keeneyville Elementary School District 20

OVERVIEW OF NEW TEACHER TRACK

Core Teaching Expectations: A Framework for Continuous Growth

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

New Teacher Track

Participants:

- All non-tenured District 20 teachers

Purpose:

- To ensure that the Core Teaching Expectations are understood, accepted, and demonstrated
- To provide support in implementing the Core Teaching Expectations
- To provide accountability for decisions to continue employment

Procedures:

- Formal and informal observations
- Collection of data
- Annual Summative Evaluation reports

Keeneyville Elementary School District 20

NEW TEACHER TRACK

The purpose of the Keeneyville District 20's New Teacher Track is to collect data for making employment decisions, provide training and support for staff new to teaching or new to the District, and to enhance attitudes of new staff toward the value of evaluation and professional development.

During the first four years of employment in the District, all staff members will be involved in the New Teacher Track. Non-tenured teachers will demonstrate a basic mastery of the Core Teaching Expectations in order to be considered for continued employment and/or tenure. The teacher will be evaluated on the four domains listed in the Core Teaching Expectations as well as consideration of teacher's attendance. (ILSC, 5/24A-5(b))

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

There are a number of components within these four domains that both the administration and staff believe to be of highest importance during the first years of employment in District 20. Particular attention will be paid to these components as the District strives to maintain its quality teaching staff.

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 2a: Creating an Environment of Respect and Rapport
- Component 2b: Managing Student Behavior
- Component 3c: Engaging Students in Learning
- Component 4a: Reflecting on Teaching
- Component 4f: Showing Professionalism

EXPECTATIONS

Administrators are expected to:

- initiate all conference times;
- conduct formal observations that include pre and post observation conferences;
- conduct informal observations;
- obtain alternate sources of data;
- continuously make observations, related to the Core Teaching Expectations, in various settings;
- complete appropriate forms within specified time frame; and
- place necessary forms in Personnel File.

Teachers are expected to:

- understand that they will be constantly evaluated using the Core Teaching Expectations;
- attend all conferences initiated by the administrator;
- provide alternate sources of data; and
- complete necessary forms within specified time frame.

COMPONENTS OF THE EVALUATION

- formal observations
- informal observations
- collection of data
- summative evaluation

FORMS TO BE PLACED IN THE PERSONNEL FILE

- informal/formal observation forms
- Documentation of Core Teaching Expectations Components 1 and 4 form
- Summative Evaluation form

FORMS TO BE COPIED FOR THE TEACHER

- informal/formal observation forms
- Documentation of Core Teaching Expectations Components 1 and 4 form
- Summative Evaluation form

PROCEDURES FOR NEW TEACHER TRACK

Formal and informal observations will take place annually according to the following schedule:

- 1st year, 6 observations (3 formal, 3 informal)
- 2nd year, 6 observations (3 formal, 3 informal)
- 3rd year, minimum 4 observations (2 formal, 2 informal)
- 4th year, minimum 2 observations (2 formal) with discussion regarding the goal setting process for the following year.

The procedures are:

Formal Observations

- administrator and teacher jointly set an observation date, along with pre- and post-conference dates,
- teacher completes a Pre-observation Form prior to the pre-observation conference,
- administrator conducts observation,
- administrator completes the Classroom Observation Form and gives the original to the teacher within 1 school day of the observation,

- teacher completes the Post-observation Reflection Form and gives it to the administrator within 2 school days of the observation day.
- teacher brings the Documentation of Core Teaching Expectations Components 1 and 4 form, and any collected data associated with this form, for discussion at each post-conference.

Informal Observations

- administrator sets the observation time parameters,
- administrator conducts observation,
- administrator completes Classroom Observation Form and gives the original to the teacher within 1 school day of the observation, and
- teacher completes the Post-observation Reflection Form and gives it to the administrator within 2 school days of the observation day.

Collection of Data (on-going throughout each year)

- teacher completes the Documentation of Core Teaching Expectations Components 1 and 4 form by collecting one or two artifacts for each descriptor area and by listing them on the Documentation of Core Teaching Expectations Components 1 and 4 form, and
- administrator initials appropriate boxes as artifacts are seen.

Summative Evaluation placed in Personnel File

- administrator completes the Summative Evaluation Form,
- administrator conducts the summative evaluation conference by March 30th, and
- administrator and teacher discuss the goal setting process for the Professional Growth Track – fourth year only.

Appendices

Keeneyville Elementary School District 20

**NEW TEACHER TRACK
FORMS**

- **Documentation of Core Components 1 and 4 Form (YELLOW)**
 - To be completed by teacher
 - The form and 1-2 artifacts for each descriptor should be shared with administrator throughout each year
 - To be placed in personnel file (original form only, no artifacts)

- **Informal / Formal Classroom Observation Guide Form (BLUE)**
 - To be completed by administrator during formal and informal classroom observations
 - Original form is to be given to teacher within 1 school day of informal observation
 - Used as focus of discussion during formal post observation conference
 - Form with original signature is to be placed in personnel file

- **Informal Post Observation Reflection Form (BLUE)**
 - To be completed by teacher and copy given to administrator within 2 school days of informal observation

- **Formal Pre-Observation Form (GREEN)**
 - To be completed by teacher prior to coming to formal pre-observation conference

- **Formal Post-Observation Reflection Form (GREEN)**
 - To be completed by teacher prior to coming to formal post-observation conference
 - Copy given to administrator within 2 days of formal observation

- **Summative Evaluation Form (WHITE)**
 - To be completed by administrator
 - Used to document employment decision
 - Placed in personnel file

- **Core Teaching Expectations Inventory**
 - An optional self-assessment tool

Keeneyville Elementary School District 20
NEW TEACHER TRACK
DOCUMENTATION OF CORE TEACHING EXPECTATIONS COMPONENTS 1 AND 4*

Teacher _____ Date _____ Administrator _____ Year (circle): 1 2 3 4

DESCRIPTORS	DESCRIPTORS
Component 1a: <i>Demonstrating Knowledge of Content and Pedagogy</i> <input style="float: right;" type="checkbox"/>	Component 4a: <i>Reflecting on Teaching</i> <input style="float: right;" type="checkbox"/>
Component 1b: <i>Demonstrating Knowledge of Students</i> <input style="float: right;" type="checkbox"/>	Component 4b: <i>Maintaining Accurate Records</i> <input style="float: right;" type="checkbox"/>
Component 1c: <i>Selecting Instructional Goals</i> <input style="float: right;" type="checkbox"/>	Component 4c: <i>Communicating with Families</i> <input style="float: right;" type="checkbox"/>
Component 1d: <i>Demonstrating Knowledge of Resources</i> <input style="float: right;" type="checkbox"/>	Component 4d: <i>Contributing to the School and District</i> <input style="float: right;" type="checkbox"/>
Component 1e: <i>Designing Coherent Instruction</i> <input style="float: right;" type="checkbox"/>	Component 4e: <i>Growing and Developing Professionally</i> <input style="float: right;" type="checkbox"/>
Component 1f: <i>Assessing Student Learning</i> <input style="float: right;" type="checkbox"/>	Component 4f: <i>Showing Professionalism</i> <input style="float: right;" type="checkbox"/>

*To be completed by the teacher

*1-2 artifacts from each descriptor area should be attached to this sheet by the end of each year and given to the administrator

One Copy to the teacher. Original to Personnel File.

Teacher Signature _____ Date _____ Administrator Signature _____ Date _____

Keeneyville Elementary School District 20
NEW TEACHER TRACK
DOCUMENTATION OF CORE TEACHING EXPECTATIONS COMPONENTS 1 AND 4*
(EXAMPLES OF EVIDENCE)

Teacher _____ Date _____ Administrator _____

DESCRIPTORS	DESCRIPTORS
Component 1a: <i>Demonstrating Knowledge of Content and Pedagogy</i> EVIDENCE DURING PRE-CONFERENCE AND OBSERVATIONS TEACHER MADE TESTS	Component 4a: <i>Reflecting on Teaching</i> POST-OBSERVATION FORM EXAMPLES OF WRITTEN FEEDBACK
Component 1b: <i>Demonstrating Knowledge of Students</i> STUDENT PROFILES PARENT AND STUDENT SURVEYS STUDENT ACHIEVEMENT DATA LOGS OF PARENT CONTACTS	Component 4b: <i>Maintaining Accurate Records</i> IEPS, GRADE BOOKS ITBS, ISAT INFORMATION
Component 1c: <i>Selecting Instructional Goals</i> LESSON PLANS, UNIT PLANS, ACTIVITY DESCRIPTIONS STANDARDS, ESSENTIAL QUESTIONS	Component 4c: <i>Communicating with Families</i> PHONE LOGS, PARENT CONFERENCE SHEETS CURRICULUM NIGHT HANDOUTS SAMPLES OF NOTES SENT HOME
Component 1d: <i>Demonstrating Knowledge of Resources</i> PRINT MATERIALS, COMMUNITY RESOURCES, STAFF ASSISTANCE LIBRARY TIME, TAT PROCESS, NOTES OF MEETINGS WITH OTHER STAFF MEMBERS	Component 4d: <i>Contributing to the School and District</i> PRINCIPAL'S OBSERVATION AT SCHOOL ACTIVITIES COMMITTEE MEMBERSHIP (MINUTES) GRADE LEVEL/TEAM NOTES
Component 1e: <i>Designing Coherent Instruction</i> SEMESTER, UNIT PLANS HANDOUTS/WORKSHEETS OBSERVATIONS, SELF-REFLECTIONS	Component 4e: <i>Growing and Developing Professionally</i> WORKSHOP / CONFERENCE ATTENDANCE REFLECTION SHEETS
Component 1f: <i>Assessing Student Learning</i> VIDEO, AUDIO RECORDS OF STUDENT PERFORMANCE GRADE BOOKS – SELF –REFLECTIONS STUDENT ACHIEVEMENT DATA EXAMPLES OF STUDENT WORK	Component 4f: <i>Showing Professionalism</i> BEHAVIOR AT STAFF MEETINGS APPROPRIATE DRESS FOR APPROPRIATE OCCASIONS COPIES OF WRITTEN COMMUNICATIONS

*To be completed by the teacher

*1-2 artifacts from each descriptor area should be attached to this sheet by the end of each year and given to the administrator.

Keeneyville Elementary School District 20

Formal Observation (circle): 1 2 3

Informal Observation (circle): 1 2 3

INFORMAL / FORMAL CLASSROOM OBSERVATION GUIDE*

Year (circle): 1 2 3 4

Name _____ DATE _____ TIME _____ ADMINISTRATOR _____

Area(s) of Concern	Suggested Recommendations to Address Concern(s)
Component 2a: <i>Creating an Environment of Respect and Rapport</i>	Component 3a: <i>Communicating Clearly and Accurately</i>
Component 2b: <i>Establishing a Culture for Learning</i>	Component 3a: <i>Using Questioning and Discussion Techniques</i>

Please continue with Domains 2 and 3 on the back of this sheet.

Teacher Signature _____

Date _____

Administrator Signature _____

Date _____

*To be completed by the administrator during the formal and/or informal observations. One copy to teacher. Original to Personnel File.

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INFORMAL / FORMAL CLASSROOM OBSERVATION GUIDE* (CONTINUED)

Component 2c: <i>Managing Classroom Procedures</i>	Component 3c: <i>Engaging Students in Learning</i>
Component 2d: <i>Managing Student Behavior</i>	Component 3d: <i>Providing Feedback to Students</i>
Component 2e: <i>Organizing Physical Space</i>	Component 3e: <i>Demonstrating Flexibility and Responsiveness</i>

Formal Observation (circle): 1 2 3

Year (circle): 1 2 3 4

Teacher _____ **Date** _____ **Administrator** _____

QUESTIONS TO CONSIDER

QUESTIONS TO CONSIDER

<p>1. Briefly describe the students in this class, including those with special needs. (Component 1b)</p>	<p>6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) (Component 1e)</p>
<p>2. What are your goals for the lesson? What do you want the students to learn? (Component 1c)</p>	<p>7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)</p>
<p>3. Why are these goals suitable for this group of students? (Component 1c)</p>	<p>8. What instructional materials or other resources, if any will you use? (Attach all other materials you will be using for this lesson.) (Component 1d)</p>
<p>4. How do these goals support the District's curriculum, state framework, and content standards?</p>	<p>9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (Component 1f)</p>
<p>5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)</p>	<p>10. How do you plan to make use of the results of the assessment?</p>

*To be completed by the teacher before the formal pre-observation conference

Keeneyville Elementary School District 20
NEW TEACHER TRACK
FORMAL POST-OBSERVATION REFLECTION *

Teacher _____ School _____

Grade Level _____ Subject Observed _____

Formal Observation Date _____ Time _____

Formal Post-Observation Conference Date _____ Time _____

Formal Observation (circle): 1 2 3

.....

1. As I reflect on this lesson, to what extent were students productively engaged? (Component 4a)

2. Did the students learn what I intended? Were my instructional goals met? How did I know, or how and when will I know? (Components 1f and 4a)

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why? (Components 1e and 3e)

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4a)

5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

*To be completed by teacher after the formal observation by an administrator. The teacher should bring a copy and the original to the formal post-observation conference.

Keeneyville Elementary School District 20

NEW TEACHER TRACK

SUMMATIVE EVALUATION

Teacher _____ School Year _____

Grade Level _____ School _____ Date of Completion _____

Domain I: Planning and Preparation
Domain II: Classroom Environment
Domain III: Instruction
Domain IV: Personal and Professional Responsibilities

Satisfactory	Unsatisfactory

Comments:

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Fourth year discussion held
One copy to Teacher. Original to Personnel File