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Professional Growth Track

Overview of Professional Growth Track

Core Teaching Expectations: A Framework for Continuous Growth

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Professional Growth Track

Participants:

- All tenured District 20 teachers

Purpose:

- To provide experienced tenured teachers an opportunity to dialogue with a supervisor regarding continuous professional growth
- To provide encouragement for teachers to expand their professional knowledge and pedagogy base
- To allow teachers to implement, evaluate, and revise current practices

Procedures:

- Annual goal setting with associated action plan
- Mid year update meetings
- Annual summaries or reports
- Awareness Phase

PROFESSIONAL GROWTH TRACK

The purpose of Keeneyville District 20's Professional Growth Track is to provide experienced tenured teachers an opportunity to dialogue with a supervisor regarding continuous professional growth. This dialogue is meant to ensure regular contact between teachers and administrators on professional matters as well as to bring about appropriate changes in the presentation of curriculum and instruction.

If staff members are to continue to improve, they must be encouraged to expand their professional knowledge and pedagogy base. An atmosphere encouraging application of this new knowledge is necessary. This allows staff members to implement, evaluate, and revise current practices. Staff members who are in the Professional Growth Track are expected to establish and accomplish their goals.

The Professional Growth Track will be used by tenured teachers who have met all of the Core Teaching Expectations, as defined by Charlotte Danielson in Enhancing Professional Practice, and who are not currently assigned to the Teachers Assistance Track by the administrators. All teachers are continually appraised based on the Core Teaching Expectations as well as consideration of attendance (ILSC 5/24A-5(b)). A tenured teacher may choose to be evaluated by the traditional 1985 plan by informing their building principal in writing prior to September 15 of the school year.

EXPECTATIONS

Teachers are expected to:

- plan ongoing professional growth activities reflecting district goals and initiatives;
- determine if goal(s) is to be attained individually or with a team and specify the time frame;
- meet in collaboration with the supervising administrator to discuss and/or receive assistance in the development of a goal(s) and a plan to meet the goal(s) based on the core teaching expectations;
- submit a written plan to the supervising administrator;
- complete the plan within the specified time frame; and,
- submit either an annual or a final report.

Administrators are expected to:

- support ongoing professional growth activities reflecting district goals and initiatives;
- meet in collaboration with the teacher(s) to discuss and/or assist in the development of goal(s) and a plan to meet the goal(s) based on the core teaching expectations;
- support the efforts being made by the teacher(s) to enhance their professional performance;
- verify that the goal(s) is to be accomplished individually or by a team and confirm the time frame (i.e., 1, 2 or 3 years); and,
- confirm that the annual or the final report has been submitted.

COMPONENTS OF THE PLAN

- Goal Setting Worksheet
- Action Plan
- Mid-year time-line
- Individual Annual Summary or Individual Final Report

- Awareness Phase (if needed)

FORMS TO BE PLACED IN THE PERSONNEL FILE

- Action Plan
- Individual Annual Summary and/or the Individual Final Report
- Awareness Phase Plan (if concern is not resolved)

FORMS TO BE COPIED FOR TEACHER

- Action Plan
- Individual Annual Summary and/or the Individual Final Report
- Awareness Phase Plan (if concern is not resolved)

PROCEDURES PROFESSIONAL GROWTH TRACK

- examine Core Teaching Expectations;
- complete Goal Setting Worksheet;
- set appointment with administrator;
- provide administrator with a copy of the Goal Setting Worksheet, at least one week prior to appointment;
- discuss and refine Goal Setting Worksheet with administrator, by October 15th for individuals and by November 1st for teams;
- complete Professional Growth Action Plan sheet with administrator;
- set up mid-February follow-up date;
- implement plan;
- meet in February to discuss progress of plan with administrator;
- continue implementation of plan; and
- complete Annual Summary or Final Report by May 15th.

Appendices

COORDINATING PROFESSIONAL DEVELOPMENT GOALS AND COMPONENTS OF PROFESSIONAL PRACTICE

This worksheet is designed to assist professionals in coordinating their goals with the components of professional practice described in *Enhancing Professional Practice* (Danielson, 1996).

DOMAIN 1: PLANNING & PREPARATION

Sample 1:

Acquire Information on (specific knowledge, content, skills, strategies from elements in domain 1) _____

_____.

related to (specific elements in domains 2, classroom environment, or domain 3, instruction

_____.

_____.

Sample 2:

Design (form of instruction) _____

that focuses on (elements in domain 1) _____.

DOMAIN 2: CLASSROOM ENVIRONMENT DOMAIN 3: INSTRUCTION

Apply information on (specific knowledge, content, skills, strategies from elements in domain 1) _____

_____.

to teaching (specific content) _____.

Other words for writing objectives in Domain 2 and 3 are: Implement, Demonstrate, Use.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Provide (services related to elements in domain 4) _____

_____.

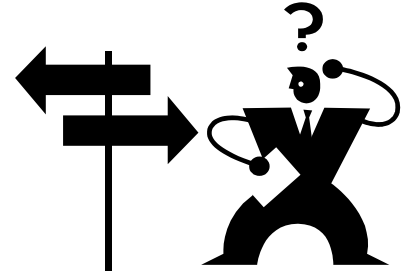
through (actions or activities) _____.



STRUCTURE OF PROFESSIONAL DEVELOPMENT GOALS

**TO IMPROVE STUDENT LEARNING (TEACHER)
WILL (ACQUIRE, APPLY, DESIGN, PROVIDE)
AS EVIDENCED IN (ACTIONS AND ARTIFACTS)
BY (TIMELINE).**

**To improve student learning, Rita Jones
will apply the Illinois State Standards in mathematics to
the teaching of decimals
as evidenced in student activities and assignments
by June, 2002.**



TO IMPROVE ___(student learning)_____ ,

I WILL _____(acquire, apply, design, provide)_____

AS EVIDENCED IN _____(actions/artifacts)_____

BY _____(ending date)_____ .

Core Teaching Expectations Inventory
Domain 1: Planning and Preparation
Jan Skowron

1a. Demonstrating Knowledge of Content and Pedagogy			
+	*	Element	Description
		Knowledge of content	Demonstrates content knowledge and makes connections between the content and all relevant disciplines.
		Knowledge of prerequisite relationships	Reflects an understanding of prerequisite relationships among topics and concepts in lessons.
		Knowledge of content-related pedagogy	Searches for “best practice” and anticipates student misconceptions.
1b. Demonstrating Knowledge of Students			
		Knowledge of characteristics of age group	Understands the typical developmental characteristics of age group and exceptional students.
		Knowledge of students’ varied approaches to learning	Understands the different approaches to learning that different students exhibit.
		Knowledge of students’ skills and knowledge	Displays an understanding of students’ skills and knowledge, including those with special needs.
		Knowledge of students’ interests and cultural heritage	Displays knowledge of the interests or cultural heritage of each student.
1c. Selecting Instructional Goals			
		Goals have value	Establishes high expectations, and relates to conceptual understanding and the importance of learning.
		Goals are clear	Writes goals in the form of student learning that permits viable methods of assessment.
		Goals are suitable for diverse students	Takes into account the varying needs of students.
		Goals have balance	Ensures that several different types of learning are utilized and includes integration of the subject matter.
1d. Demonstrating Knowledge of Resources			
		Resources for teaching	Uses the district’s curriculum as the basis for planning and writing learning units.
		Resources for students	Uses resources available through the school, district, and community and knows how to access those resources for students.
		Personnel resources	Utilizes personnel resources as appropriate.
1e. Designing Coherent Instruction			
		Learning activities	Provides relevant instructional goals which reflect recent professional research.
		Instructional materials and resources	Supports the instructional goals and engages students in meaningful learning.
		Instructional groups	Varies appropriate instructional goals.
		Personnel resources	Utilizes personnel resources as appropriate.
1f. Assessing Student Learning			
		Congruence with instructional goals	Shows alignment exists between what is planned, taught, and assessed.
		Criteria and Standards	Has a clear understanding which is clearly communicated to students.
		Use for planning	Uses assessment results to plan and modify instruction for individuals and groups of students.
		Variety	Uses a variety of assessment strategies.

+ Indicate elements of high need.

* Indicate elements of high interest.

Core Teaching Expectations Inventory
Domain 2: The Classroom Environment
Jan Skowron

2a. Creating an Environment of Respect and Rapport			
+	*	Element	Description
		Teacher interactions with students	Demonstrates respect and an awareness of cultural norms.
		Student interaction	Promotes student-to-student interactions which are polite and respectful.
2b. Establishing a Culture for Learning			
		Importance of the content	Shows enthusiasm for the content and conveys its importance.
		Student pride in work	Encourages students to demonstrate pride and quality in their work.
		Expectations for learning and achievement	Conveys high expectations for achievement through instructional goals and activities, interactions, and environment.
		Means for success	Provides a means for individual students to meet with success.
		Self-expression	Encourages students to express themselves.
		Respects opinions	Listens to students and respects their opinion.
2c. Managing Classroom Procedures			
		Management of instructional groups	Is organized so students are productively engaged at all times.
		Management of transitions	Transitions smoothly, with little loss of instructional time.
		Management of materials and supplies	Provides routines for handling materials and supplies smoothly, with little loss of instructional time.
		Performance of professional duties	Performs professional duties efficiently, limiting the loss of instructional time.
		Supervision of volunteers and paraprofessionals	Engages paraprofessional and/or volunteers productively and independently during class time.
2d. Managing Student Behavior			
		Expectations for student behavior	Establishes rules and expectations that are clear, fair and conducive to learning.
		Monitoring of student behavior	Is alert to student behavior at all times.
		Response to student misbehavior	Responds to misbehavior appropriately and respects students' dignity; communicates discipline procedures and misbehaviors with parents and administrators.
2e. Organizing Physical Space			
		Safety	Assures that classroom is safe and conducive to learning.
		Accessibility to learning and use of physical resources	Uses physical resources optimally, and all learning is equally accessible for all students.

+ Indicate elements of high need.

* Indicate elements of high interest.

Core Teaching Expectations Inventory
Domain 3: Instruction
Jan Skowron

3a. Communicating Clearly and Accurately			
+	*	Element	Description
		Directions and procedures	Uses directions and procedures that are clear to students and contain an appropriate level of detail.
		Oral and written language	Uses spoken and written language and vocabulary that are clear and age appropriate for students.
3b. Using Questioning and Discussion Techniques			
		Quality of questions	Asks questions of high quality, with adequate response time, containing a variety of thinking levels.
		Discussion techniques	Promotes classroom interaction that represents true discussion, and steps aside when appropriate.
		Student participation	Engages all students in discussions and encourages students to formulate many questions.
3c. Engaging Students in Learning			
		Representation of content	Links content to the students' prior knowledge and experience.
		Activities and assignments	Develops instruction appropriately designed to engage students in constructing meaning.
		Grouping of students	Uses instructional grouping patterns to enhance engagement in learning.
		Instructional materials	Chooses materials to increase student engagement.
		Structure and pacing	Organizes activities around lessons that have a clearly defined pace and structure.
		Variety of strategies	Uses a variety of instructional strategies to meet the needs of a variety of learners.
3d. Providing Feedback to Students			
		Quality of feedback is accurate, constructive and specific.	Provides feedback that is of consistently high quality and specific to each student.
3e. Demonstrating Flexibility and Responsiveness			
		Lesson adjustment	Demonstrates flexibility and responsiveness by adjusting the lesson when appropriate.
		Response to students	Successfully accommodates students' questions, comments or interests.
		Persistence	Persists in seeking strategies that may help students who have difficulty learning.

+ Indicate elements of high need.

*** Indicate elements of high interest.**

Core Teaching Expectations Inventory

Domain 4: Professional Responsibilities

Jan Skowron

4a. Reflecting on Teaching			
+	*	Element	Description
		Accuracy	Makes accurate assessments of the effectiveness of lessons.
		Use in future teaching	Brainstorms alternative strategies which may be tried in the future.
4b. Maintaining Accurate Records			
		Student completion of assignments	Maintains information on student completion of assignments.
		Student progress in learning	Maintains appropriate records of student progress.
		Non-Instructional records	Maintains information on non-instructional records (e.g. attendance, field trip information)
4c. Communicating with Families			
		Information about the instructional program	Provides information to parents, as appropriate, regarding the instructional program.
		Information about individual students	Communicates with parents about student progress on a regular basis and is available to respond.
		Engagement of families in the instructional program	Makes consistent efforts to engage families in the instructional program.
		Conference skills	Conducts conference professionally.
4d. Contributing to the School and District			
		Relationships with colleagues	Develops and maintains relationships with colleagues which demonstrate support and cooperation.
		Service to school, district, and/or community	Participates in school, district and/or community activities, projects, and events.
4e. Growing and Developing Professionally			
		Enhancement of content knowledge and pedagogical skill	Seeks out opportunities for professional development to enhance knowledge and skill.
		Service to profession	Seeks ways to make contributions to the profession.
4f. Showing Professionalism			
		Service to students	Is proactive in identifying and providing for students' needs.
		Advocacy	Works with other professionals as an advocate for students to ensure a fair opportunity to succeed.
		Decision making	Works collaboratively with colleagues in decision making.
		Role model	Presents self as a positive role model for all.

+ Indicate elements of high need.

* Indicate elements of high interest.

Keeneyville Elementary School District 20
Professional Growth Track
Goal Setting Worksheet

Teacher _____ Administrator _____ Time Frame: 1yr. 2yrs 3yrs

Team Members _____ School _____

Goal:

Domain (from list of Core Teaching Expectations):

Component:

Element(s):

Activities

Planned and Resources Needed to Meet the Goal(s)

1.

2.

3.

4.

(Observations, Staff Development, Release Time, etc.)

Ways to Collect Data:

Artifacts
Journals

Student Assessment
Self Assessment

Parent Feedback
Collaborative Project

Portfolios
Other:

Teacher Signature

Date

Administrator Signature

Date

* This should be completed and conference time scheduled by Oct. 15th, for individuals, or by Nov. 1st for teams.

Keeneyville Elementary District 20
**PROFESSIONAL GROWTH TRACK
 ACTION PLAN**

Teacher _____ Administrator _____ Time Frame: 1yr. 2 yrs. 3 yrs.
 Team members _____ School _____

Domain:				
Component:				
Element:				
Goal*:				
Activity (ies)	Anticipated Outcome(s)	Indicators of Progress/Documentation**	Resources/ Materials/ Persons	Time Line

 Teacher Signature Date

* List one element per Action Plan sheet from Core Teaching Expectations.
 One copy to Teacher. Original to Personnel File

 Administrator Signature Date

** i.e., students' work portfolios, videotapes of classes, peer or principal observation, reflective journal entries, benchmarks, parent responses, anecdotal records, performance assessment, etc.

Keeneyville Elementary School District 20
PROFESSIONAL GROWTH TRACK
INDIVIDUAL FINAL REPORT
(To be completed by May 15th of final year of plan)

Teacher _____ Administrator _____ Time Frame: 1yr. 2yrs. 3yrs.
Team Members _____ School _____

Attach the following components to this form:

1. The teacher must include a brief:
 - a. Descriptive summary of the process used and the outcomes that resulted from the Professional Growth Plan
 - b. Personal reflection (consider areas such as growth on the rubric, and/or personal development, and/or professional relationships, etc.)
2. The administrator must include comments, which note the teacher's strengths that validate the completion of the Action Plan.

Teacher Signature Date

Administrator Signature Date

One Copy to Teacher. Original to Personnel File.

Keeneyville Elementary District 20
PROFESSIONAL GROWTH TRACK
INDIVIDUAL ANNUAL SUMMARY
(To be completed by May 15th., unless it is the final year of the plan.)

Teacher _____ Administrator _____ Time Frame: 1yr. 2yrs. 3yrs.

Team Members _____ School _____

List:

Domain;

Component(s);

Element(s);

List completed activities:

Describe how the completed activities and the strengths displayed by the teacher in completing the activities relate to the specific element.

Teacher Signature Date

Administrator Signature Date

One Copy to Teacher. Original to Personnel File.

Keeneyville Elementary School District 20
PROFESSIONAL GROWTH TRACK
AWARENESS PHASE

The awareness phase exists to support tenured teachers who in the judgment of the administrator are deemed to be unsatisfactory in any one element of the Core Teaching Expectations and need assistance in the performance of their duties. Cases may arise where a teacher could be working on more than one element during the awareness phase. Teachers are expected to continue working on their Professional Growth Track while on the Awareness Phase. Depending on the severity of the situation, as determined by the administrator, a staff member may move directly from the Professional Support Track to Remediation.

EXPECTATIONS

Administrators are expected to:

- identify the area of concern which relates to any one element in the Core Teaching Expectations;
- contact the teacher by letter and make him/her aware of the concern and asks for a meeting. The teacher receives the original and the administrator keeps a copy;
- at the meeting;
 - a. link the concern to the Core Teaching Expectations;
 - b. develop a plan with the teacher for resolving the concern;
 - c. document the meeting on the Awareness Phase Plan sheet. The teacher receives the original and a copy is kept by the principal. It is not placed in the personnel file unless the concern is not resolved.
- after reviewing the progress made toward resolving the concern, make one of the following decisions;
 - a. the concern is resolved, or
 - b. the initial concern is resolved temporarily or a pattern of other concerns occurs. The administrator may make the determination to place the staff member on the Professional Support Track, or
 - c. the concern is not resolved. As a result, the teacher is placed on the Professional Support Track.

