

SYSTEM of PROFESSIONAL GROWTH (SPG)

Designed Jointly by
SJTA and SJUSD

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Why a New System

- Old system was seen as largely ineffective
- **Administrators:**
 - Not consistently trained
 - Too many people to evaluate
- **Teachers:**
 - No quality feedback provided
 - Lack of Consistency = mistrust
 - Perfunctory process

*Many other districts have expressed similar issues
with their systems*

Getting Here- Process

- **The Joint Team** (established 2013)
- **Research and Recommendations**
- **Surveys**
 - SJTA membership
 - Administrators
 - Common themes

Process (cont.)

- **Research- “What is already out there?”**
- **Prototype Process (2014-2015)**
 - 90 Participants from over 30 schools
 - Prototype ideas shared for feedback
 - Focus groups and surveys throughout the year
 - Newsletters with updates to all certificated
- **Pilot (2015-2016)**
 - 5 Schools and ECE
 - Focus groups and surveys throughout the year
 - Newsletters with updates to all certificated
- **Contract Ratification and Board Approval – Spring 2016**

Major Shifts

- **Evaluation to Growth**
- **Single Indicator to Multiple Measures**
 - Required: Evidence of Student Learning
 - Optional: Student Surveys, Video taped lessons, lesson plans, etc.
- **Pass/Fail to Rubric**

Major Shifts - Roles

- **Practitioner (leading)**
 - Identify focus area
 - Reflect on evidence of practice to determine next steps
 - Determine evidence to review
- **Facilitator (supporting)**
 - Supports reflection based on evidence
 - Assists development of 'next steps'
 - Listens and asking questions

Video

[SPG Overview Video](#)

Frequency of SPG Cycle

Years Experience in San
Juan/Status

Frequency of Cycle

Temporary/Probationary

Yearly

Permanent- with 3-9 Years
Experience in San Juan

Every Other Year
(3,5,7,9)

Permanent- with 10+ Years
Experience in San Juan

Every Third Year
(12, 15, 18, etc.)

Some members may be on varying cycles due to Ed Code requirements

System of Professional Growth

Professional Practice

Question arises regarding performance

Advisory

Practitioner does not meet standards

PAR

Practitioner meets standards

Practitioner continues in multiyear growth cycle

Professional Practice Options

Focus Area:

Practitioner self selects

**Practitioner self assesses using the essential element rubrics*

Facilitator Options (only for permanent practitioners):

A. Administrator

B. Peer

Professional Practice Components

- Initial Meeting (goal setting)
- 2 'Formal' Observations (with a pre and a post)
 - * *One observation may be replaced by videotaped lesson*
- 2 Reflective Conversations *(multiple measures)*
- 'Informal' Observations (unscheduled drop-ins)
- End of the Year Reflection

*All exchanges anchored in Learning Focused Conversations
(Laura Lipton)*

Essential Elements Rubrics:

- 1.5 • Common Language
- 2.3 • Description of Practice
- 3.1 • Different Rubrics for members with Temp/Prob and Permanent status
- 4.1 • Column Titles
- 4.4
 - ‘Not Meeting’
- 5.4
 - ‘Approaching’ (Permanent)
- 5.5
 - ‘Developing’ (Temp/Prob)
- 6.1
 - ‘Meeting’
- 6.3

Standard 4 Rubric

Essential Element 4.1	Not Meeting Standards	Approaching	Meeting Standards		
<p>ing knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p>	<p>Unaware of students interests or cultural heritage.</p> <p>Takes little to no responsibility to learn about students medical or learning disabilities or language proficiency.</p> <p>Does not plan differentiation based on needs of students.</p>	<p>Is aware of different cultural groups, language needs, and medical or learning needs of students in the class and has a general sense of student interests.</p> <p>Uses some information about student academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p> <p>Differentiation is planned, but is not regularly utilized when needed and/or is not usually appropriate to meet the needs of students.</p>	<p>Plans and conducts differentiated instruction based on knowledge of students' academic readiness, academic language, language proficiency, diverse cultural background, and individual cognitive, social, emotional, and physical development.</p> <p>Differentiation is planned and implemented as needed.</p>	<p>Plans and conducts differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning and cultural backgrounds.</p>	<p>Plans and conducts differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p>

Previous System Issues *when Practitioner identified as Struggling*

Practitioner Concerns

- Unfair
- Targeted
- 'Never told me'
- No Support provided

Admin Concerns

- Too busy
- Too much time
- Too hard to document
- Not trained to support

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Recommendation to Advisory

Minimum requirements:

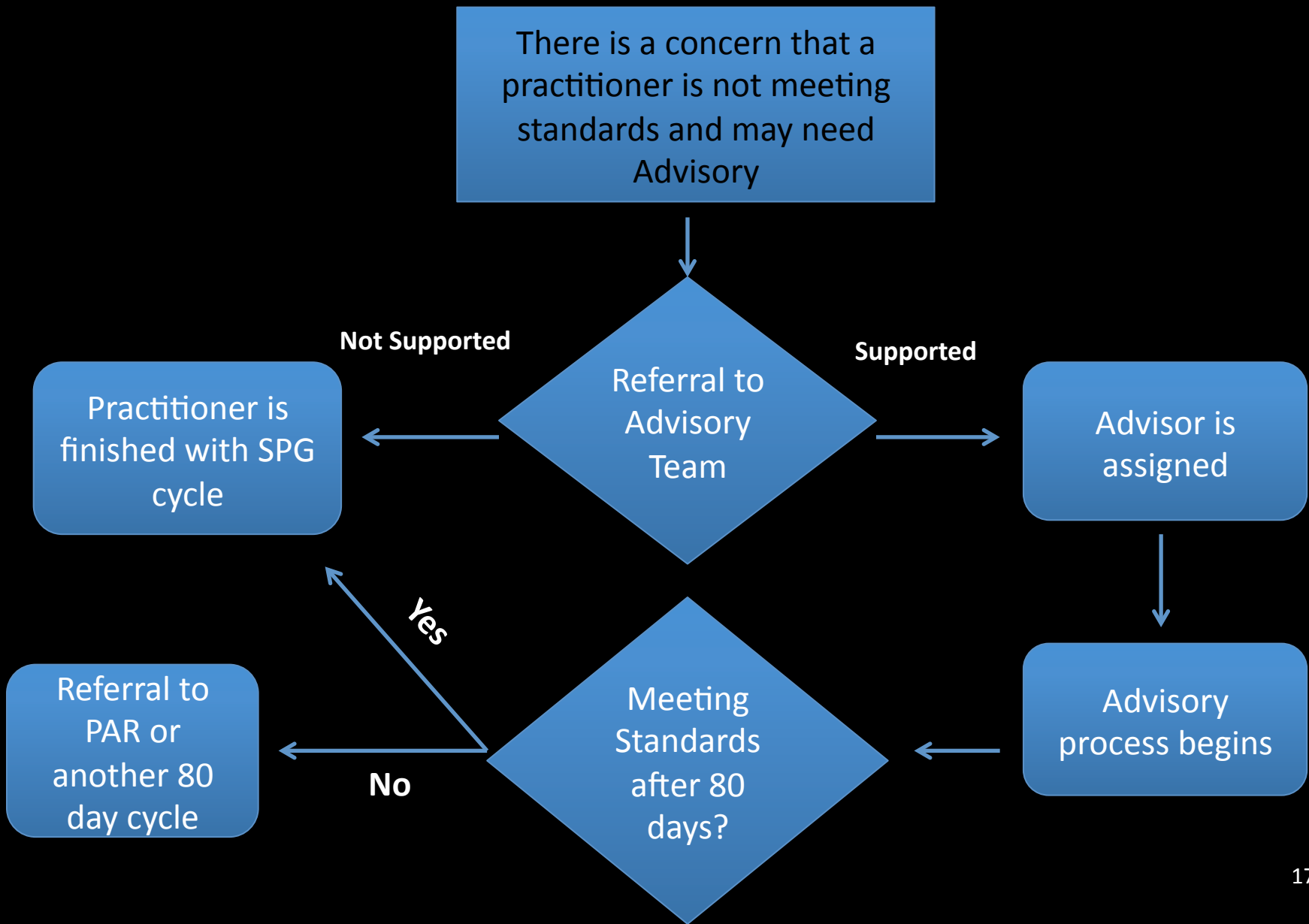
- Initial Conversation
- Two Formal Observations
- One Reflective Conversation

Evidence is submitted to Advisory Team

(2 SJTA and 2 Admin)

- Practitioner can also submit evidence
- Advisory Team may:
 - Support Recommendation (P enters Advisory)
 - Not Support Recommendation (P is deemed to meet standards)

Flow Chart of Advisory Process



Advisory Phase

- An Advisor assumes role previously held by Facilitator and provides support
- 90 working day cycle
- Updates given to Advisory Team every 30 working days
- After 90 day cycle, Advisory team determines:
 - Practitioner Meets Standards
 - Practitioner is showing growth (continue Advisory)
 - Practitioner not meeting standards and needs more intensive Support (PAR)

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Peer Assistance and Review (PAR)

(in our contract since 2000)

- **Consulting Teacher assigned to Practitioner**
- Improvement Plan created
- **3 hours support per week (minimum)**
- Reports of progress to the CTS panel every six weeks
 - Governance is joint panel of 7 (4 teachers and 3 admin)
- **Panel makes recommendations based on evidence of practice**

Why SPG is Worth it...

A few quotes from Participants:

- “SPG is authentic professional development.”
- “This process was a valuable asset to my instruction and made me feel as if I showed growth in my focus area, this was not something I ever felt with the previous evaluation system.”
- [After being in SPG, I feel like I finally see how to master my craft. I was thinking of retiring in the next couple years, but now I feel rejuvenated.]
- “After 20 years of teaching- SPG has helped me improve my teaching practices far better than anything else I have done in the past. It is not even close!”

Continuing Education Hours Guidelines

- Up to 20 hours per year of participation in SPG
- **Activities earning credit:**
 - Meetings with Facilitator
 - Face to face
 - Phone calls
 - Virtual Meetings (Skype, facetime, etc.)
 - Attending training beyond initial 2 days (optional)
 - Attending Focus Groups (optional)
- **Activities that will not earn credit:**
 - Emailing
 - Analyzing data, lesson planning, etc.

Feedback Loops to Inform Adjustments

- **Optional Focus Groups**
- Surveys
- **SPG Strategy Meetings**
- Contract Revisions and Side Letters

3 As

- Ask
- Argue
- Affirm

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