



SJUUSD and SJTA



Guiding Principles of our Professional Growth System

(working draft)

The goal of any professional growth system is to strengthen the knowledge, practice, and skills of practitioners to support students.

- Any professional growth system must be differentiated to support the development of practitioners through all career stages- from beginning, to mid-career to veteran.
- Any professional growth system must address the varying assignments of certificated practitioners, including those who teach core and non-core subject areas, and are classroom and non-classroom educators (i.e., resource teachers, counselors, nurses, etc.) and their roles in supporting student learning.
- In quality professional growth systems, practitioners use the continuum of professional standards to select the goal for growth and determine the length of time needed to reach the goal (1-3 years).
- Any professional growth system must provide relevant, continuous, and constructive feedback and support that informs teaching practices. Feedback must be linked to the identified goal area and the professional standards and allow for adequate time and resources for coaching, modeling, observation, and mentoring.
- Any professional growth system must be based on evidence from multiple sources.
- A comprehensive professional growth system must recognize the different purposes of feedback and be comprised of both formative and summative methods.
- Any professional growth system must incorporate collaboration including, but not limited to, opportunities for peer involvement for advisory and support purposes.
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- Any professional growth system must be based on a continuum of standards of professional practice that acknowledge the multiple activities and responsibilities of educators who contribute to the improvement of student learning and the success of the school.
- All evaluators must have quality training and regular calibration in all professional growth procedures and instruments.

- All professional growth components, language, and procedures must be clearly defined, explained, and transparent to all educators.
- Any effective professional growth system that supports professional learning requires an ongoing commitment of financial resources, training, and time.
- Any professional growth system must include the process of continuous reflection as it is essential to the improvement of practice.
- Professional growth systems included practitioners engaging in professional learning in a goal area to strengthening knowledge, skills, and practice.
- Any professional growth system must be reviewed, evaluated, and modified (as needed) to ensure that it is working as intended and it remains consistent with its purpose.

Practitioners provide the stable, nurturing, inspiring environment that makes it possible to reach each student individually. Practitioners and the classroom environment are the foundation of a solid educational experience. Practitioners need and want a professional growth system that strengthens their knowledge, their skills and their practices, and the goal of any professional growth system should be to improve student learning.

Evaluators* support a stable, nurturing, inspiring environment that makes it possible for our practitioners to reach each student individually. Evaluators support the classroom environment that is the foundation for a strong educational experience. Evaluators need and want a professional growth system that strengthens their knowledge, their skills and their practices, and the goal of any professional growth system should be to improve student learning.

**Evaluators may include peer evaluators as well as administrators in this professional growth system.*