

Overview of the System of Professional Growth (SPG)

(for additional information, please see the Tentative Agreement)

Background: In 2011, SJTA and the District mutually agreed that our evaluation process needed to be redesigned. After surveying SJTA members and site administration, the evidence was clear that a complete overhaul was needed. The parties also observed the patterns sweeping across the country- as state after state adopted evaluation systems that ran counter to educational research and undermined the deeper work of improving and deepening of professional practice. SJTA and SJUSD agreed to create a system that would be meaningful to practitioners and one that would support growth. The following is an overview of the System of Professional Growth and its main components (for additional details, please see the full description in the Tentative Agreement).

Statement of Intent: *It is a deeply held belief of both SJTA and SJUSD that educators/practitioners are professionals that continue to grow and improve in their craft throughout their career. It is the intent of this article to establish a system and an environment that provides practitioners at all levels of experience and effectiveness a framework to deepen their professional practice. Furthermore, this system is designed to encourage collaboration among all practitioners, administration, and resource personnel to ensure that all students demonstrate progress.*

Overview of the System

Professional Practice: The main phase in the system that replaces Option A and B. This phase includes the practitioner (SJTA member) identifying an initial focus area and then working with a Facilitator (peer or administrator) throughout the year to reflect on evidence of practice to determine next steps for growth.

Advisory: When evidence indicates that there is a concern in one or more standards, it can trigger support for the practitioner. This phase is called Advisory, and an “Advisor” is assigned to work with the practitioner through the development of a support plan and regular contact. The goal of this phase is for the practitioner to successfully complete the Professional Practice phase.

Peer Assistance and Review: When it has been determined, as a result of the advisory phase, that the practitioner has received two or more ratings of unsatisfactory performance based on evidence and as identified on the Advisory Phase Form, a practitioner can be referred to Peer Assistance and Review.

Professional Practice Phase:

Main Components:

- a. Practitioners identify their own focus area for the year at the Initial meeting
- b. 2-3 Formal Observations: The formal observation includes a pre- observation meeting and a post-observation debrief to allow for reflection on evidence
- c. 2 Reflective Conversations: The Practitioner determines what evidence to discuss with the Facilitator (any evidence not generated by an observation)
- d. Informal observations (similar to current system)
- e. End of the year debrief meeting.

Facilitator Options:

Practitioners with permanent status and starting their third year-in San Juan can request to work with a Peer Facilitator or an Administrator Facilitator (typically the site administrator). If Peer Facilitator requests exceed availability, assignments of peers shall be assigned according to the contract section (§3.04.1)

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
Permanent- with 10+ Years Experience in San Juan	Every Third Year

End of Year Summary:

At the end of the Professional Practice Phase, an End of Year Summary will be completed indicating the Practitioner has met Standards 1-5.

Recommendation to Advisory:

In the event that the evidence collected (after 2 formal observations and 1 reflective conversation) indicates the members may not be “meeting” in one or more standards (1-5), the Facilitator would complete a Recommendation to Advisory Form. This form is submitted to the Advisory Team for review. The Team can recommend one of the following actions:

- The evidence does not support admission into Advisory.
- The evidence does support the recommendation, and an Advisor is assigned.

Advisory Phase:

The Advisor, a consulting teacher, will assume the role previously held by the Facilitator. Additionally, the Advisor will work with the practitioner to co-create an improvement plan and a timeline for implementation.

- Reports are submitted to the Advisory Team every 25 working days.
- After 80 working days, the Advisory Team determines one of the following based on the evidence of practice:
 - Practitioner meets the standards and returns to Professional Practice Phase
 - Practitioner is making progress, but is not yet meeting all standards, and should continue in Advisory for one additional Cycle
 - Practitioner is not meeting one or more standards and is recommended to Peer Assistance and Review (PAR) program

Peer Assistance and Review (PAR):

This nationally recognized program will continue in San Juan as it has for the past 16 years.

After a practitioner has received support in the Advisory phase and evidence demonstrates that the member is not meeting one or more standards (1-5) the practitioner will be recommended to participate in PAR. In PAR, a practitioner receives intensive, one-on-one support from a consulting teacher with a goal of assisting the practitioner in meeting standards.