

SPG Update

System of Professional Growth

5/4/15



2015-2016 Pilot

After an exciting year of prototyping the System of Professional Growth, we learned that the process was meaningful to both practitioners and facilitators and allowed their conversations to focus on evidence of practice and next steps for improvement and deepening of practice. Based on the positive feedback from participants, we are moving forward with a pilot for the 2015-2016 school year.

Focus on Growth

The SPG Pilot is predicated on the deeply held belief of both SJTA and SJUSD that educators are professionals that continue to grow and improve in their craft throughout their career. All levels of experience and effectiveness deserve an environment in which to further their skills. The current model of evaluation does little to support this belief.

Therefore, it is the interest of both SJUSD and SJTA to create a systematic, non- adversarial process that supports all practitioners in their ongoing professional growth to improve and deepen their practice. This new pilot is designed to change the structure of what we now refer to as “evaluation.”

Invitation for an Opportunity to Pilot

Who

Any sites and/or individuals interested in informing the creation of our new System of Professional Growth (see criteria) should apply.

How

Complete a site or individual interest form (see interest form) and submit it to Rick Messer or Shannan Brown.

When

Interest forms for the pilot are due no later than May 15. The SPG pilot is for the 2015-2016 school year.



SPG Pilot Components

Continuum of Teaching Practice

The California Standards for the Teaching Profession (CSTPs) were intended to provide a common language and clear expectations of our work as professionals. In San Juan Unified, we have used the CSTPs largely to make decisions regarding performance with a pass or fail mentality.

The SPG process innovatively shifts the focus to growth through the use of the Continuum of Teaching Practice. The Continuum is based on the standards, but more aptly captures the depth and breadth of our work as professionals. It is also a tool that supports self-reflection, goal setting, and creates a clear vision of next steps in development of the teaching craft.

Observations

Meaningful feedback is essential for professionals to improve and deepen practice. “Drive by” observations can rarely capture the depth, complexity, or context in which instruction is occurring. Therefore, in the pilot, observations will be preceded by a brief pre-conference so the facilitator understands what the focus is for the practitioner during the observation. Each observation will also be followed by a post-conference debrief. During the post conference debrief, the practitioner and the facilitator will look at evidence of practice gathered during the observation and determine next steps.

Role of Facilitator

Another major evolution in the SPG pilot is the role of the facilitator (formerly evaluator). While one part of the facilitator’s role is to determine performance, the main work of the facilitator is to ask thoughtful questions to support the practitioner in developing a reflective practice based on evidence utilizing the Learning Focused Conversations model (based on Laura Lipton’s and Bruce Wellman’s work).

Reflective Conversations

Moving beyond classroom observation as the sole form of evidence, the SPG pilot embeds a process that supports practitioners reflecting on practice using various sources of evidence.

Reflective Conversations are an opportunity for a practitioner and a facilitator to review evidence of practice that is NOT generated by a classroom observation. The practitioner selects the pieces of evidence used in the Reflective Conversations. Possible types of evidence may include, but are not limited to: student work, student assessments, lesson plans, professional journal or reflections, etc.