

## System of Professional Growth Prototype Components

### Observation:

Select one from each section

<p><b><u>Focus Area:</u></b></p> <p>A. Self select B. Self-assessment then self select (using continuum) C. Self select a goal that is in alignment with the District and/or site strategic plan</p> <p><i>The "focus area" will guide the practitioner's professional growth. The practitioner will collect evidence of growth in the focus area throughout the year.</i></p>
<p><b><u>Observer(s):</u></b></p> <p>A. Administrator B. Administrator and Peer C. Peer</p>
<p><b><u>Learning Process:</u></b></p> <p>A. Individual Work B. Collaborate/Partner with colleagues</p>
<p><b><u>Observation Frequency:</u></b></p> <p>A. 5-6 B. 3-4 C. 1-2</p> <p><i>Observations will last between 30-90 minutes. The practitioner will determine the optimum length.</i></p> <p>(If 'A' or 'B' is selected, one classroom observation may be substituted by a videotaped lesson. Prior to meeting with the observer, the practitioner will analyze the lesson and be prepared to debrief the observer(s): instructional strategies and materials used (and rationale), what went well, instructional adjustments made (and rationale), and identified next steps.</p>
<p><b><u>Observation Feedback Focus:</u></b></p> <p>A. Focus Area Only B. All California Standards for the Teaching Profession (CSTPs) C. Combination of both A and B (<i>how many of each to be determined by the practitioner</i>)</p>

**Observation Scheduling:**

(See Template for Pre and Post observation discussion)

- A. Scheduled (with pre-observation discussion)
- B. Unscheduled
- C. Combination of both A and B (*how many of each to be determined by the practitioner*)

**Observation Debrief and Reflection of the Essential Elements:**

(Up to 50% of the observations may be debriefed electronically)

- A. Discussion with observer(s)
- B. Self assess, followed by discussion with observer(s)

**\*Required components for all prototypes:****\*Initial Meeting:**

*Once a selection from the 'Focus Area' and the 'Observer' sections have been made, the practitioner and the observer(s) will meet to discuss the Professional Growth Plan and will:*

- 1. Discuss the Focus Area and components of the Prototype selected by the practitioner*
- 2. Schedule the initial observation*
- 3. Discuss the practitioner's plan for professional growth (identify )*

**\*End of the Year Reflection (required):**

*30-60 minute professional growth conversation (reflection and planning) with Observer(s)*

## **Essential Elements:**

**The following identified elements of the California Teaching Standards have been determined by the New Teacher Center to have the greatest impact on student learning:**

### **Standard 1. Engaging and supporting all students in learning**

#### **1.5 Promoting critical thinking through inquiry, problem solving, and reflection.**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *encourage students to use multiple approaches and solutions to solve problems?*
- *encourage students to ask critical questions and consider diverse perspectives about subject matter?*
- *provide opportunities for students to think about, discuss, and evaluate content?*
- *ask questions to facilitate discussion, clarify, and extend students’ thinking?*
- *support students to think and communicate with clarity and precision?*
- *help students apply previous learning to new situations?*
- *encourage students to create, imagine, and innovate?*
- *help students to develop and use strategies and technologies for accessing knowledge and information?*

**Select one or more options as evidence of practice for this section:**

- Observation/Video
- Lesson plans
- Student work (journals, goals, etc.)
- Feedback to students and impact on student learning
- Other: \_\_\_\_\_

## **Standard 2. Creating and Maintaining**

### **2.3 Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe.**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *arrange the learning environment to facilitate positive and productive classroom interactions?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?*
- *foster the development of each student's self-esteem?*
- *create a safe, accessible learning environment for all students?*

**Select one or more options as evidence of practice for this section:**

- Observation/Video
- Feedback on student work
- Reflection on challenging situation with student(s) including examples of intervention and/or supports utilized
- Evident routines and expectations
- Student work
- Room set-up and utilization
- Other: \_\_\_\_\_

### **Standard 3. Understanding and Organizing Subject Matter for Student Learning**

#### **3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- ensure that my subject matter knowledge is sufficient to support student learning?*
- continue to keep my subject matter knowledge current?*
- identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*
- integrate key concepts, themes, relationships, and connections across subject matter areas?*
- ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?*
- maintain and utilize current understanding of relevant content standards and frameworks?*

**Select one or more options as evidence of practice for this section:**

- Observation/Video
- Assignments, project descriptions, etc.
- Annotated portfolio of support materials (beyond kits or textbook)
- Examples of integrated lessons
- Learning journal/professional journal
- Other: \_\_\_\_\_

## **Standard 4. Planning Instruction and Designing Learning**

### **4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *incorporate students' prior knowledge and experience in my curriculum and instructional planning?*
- *use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?*
- *use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *plan lessons and units that promote access to academic content standards for all students?*
- *use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?*
- *use knowledge of my students' diverse learning needs to plan instruction that supports their learning?*

**Select one or more options as evidence of practice for this section:**

- Observation/Video
- Lesson plans that include differentiation accompanied by student work
- Digital literacy demonstrated by student work
- Self-reflection on a completed lesson and planned instructional adjustments
- Other: \_\_\_\_\_

### **4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *develop unit and lesson plans that build on and extend students' understanding of subject matter?*
- *ensure that each instructional strategy is related to learning goals?*
- *plan instruction to allow enough time for student learning, review, and assessment?*
- *use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?*
- *check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?*

- *address the ELD standards appropriately, based on my English learners' levels of language acquisition?*
- *address the IEP goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support the learning needs of English learners and students with special needs?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Evidence of culturally responsive instruction
- Examples of formative assessment with adjustments to lessons
- Lesson plans that include differentiation accompanied by student work
- Examples of students reflections of their work
- Student work
- Other: \_\_\_\_\_

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## **Standard 5. Assessing Students for Learning**

### **5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify Instruction**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- *draw upon assessment data to support development of learning goals?*
- *review and revise learning goals with students over time?*
- *ensure that student learning goals reflect key subject matter concepts, skills, and applications?*
- *use informal assessments to adjust instruction while teaching?*
- *use multiple sources of assessment to measure student progress and revise instructional plans?*
- *work to differentiate goals and plans based on assessed needs of my diverse learners?*
- *address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?*

**Select one or more options as evidence of practice for this section:**

- Observation/Video
- Examples of varied assessment types completed by students
- Lesson plans identifying formative assessment/checking for understanding strategies accompanied by student work
- Reflection on student work noting patterns and determining next steps
- Feedback/Communication to students on work (multiple examples)
- Self-reflection on grading policy and practices and rationale
- Collaboration with colleagues around student learning and impact on practice/planning
- Student goal setting and self-analysis
- Student work samples/portfolio- progress over time accompanied by practitioner lesson plans or reflections
- Other: \_\_\_\_\_



## **Standard 6. Developing as an Educator**

### **6.1 Reflecting on teaching practice in support of student learning**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *assess my growth as a teacher over time?*
- *learn about teaching as I observe and interact with my students?*
- *reflect on my instructional successes and dilemmas to move my practice forward?*
- *analyze my teaching to understand what contributes to student learning?*
- *formulate professional development plans that are based on my reflection and analysis?*
- *develop awareness of potential bias that might influence my teaching or affect student learning?*

**Select one or more options as evidence of practice for this section:**

- Journal/Reflections on Focus Area
- Discussion with peer or observer on progress in Focus Area
- Application of professional development and teaching practices
- Student surveys
  1. Only practitioner reviews responses and reflects
  2. Practitioner views responses and shares reflection with observer
  3. Practitioner and observer review and reflect on responses
- Other: \_\_\_\_\_

### **6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?*
- *remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?*
- *support school and district goals and priorities?*
- *contribute to school-wide events, activities, and decision-making?*
- *establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
- *contribute to the learning of other educators?*
- *benefit from and contribute to professional organizations to improve my teaching?*
- *benefit from and add to the knowledge base of the profession?*

Select one or more options as evidence of practice for this section:

- Co-planning, peer observation, and debrief (lesson study)
- Reflection on discussion with colleagues about student learning
- Collection of ideas, research articles, books, etc. related to goal area and shared with colleagues
- Creation and/or presentation of professional development for colleagues
- Other: \_\_\_\_\_

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