

SPG Update

System of Professional Growth

9/15/15



2015-2016 Pilot Launch

Six schools, plus a few individuals at various sites, ‘opted in’ for the SPG pilot for the 2015-2016 school year. The Facilitators (made up of administrators and peers), received four days of training while Practitioners received two days of training. The main areas of focus for the trainings were: understanding the main components of the SPG, exploring the Essential Elements rubrics, and learning about the Learning Focused Conversation process.

Pilot Participants

Official Pilot Sites

- Casa Roble
- Del Campo
- Carnegie
- Del Paso Manor
- Del Dayo

Sites with Participants

- Northridge
- Lichen
- San Juan (ECE)
- Coyle (ECE)
- Marvin Marshall (ECE)
- El Sereno
- El Camino

The Essential Elements

The Standards for the California Teaching Profession (CSTPs) are made up of six standards and within each standard are ‘elements’ or key concepts. The SPG Pilot identifies nine of the 38 elements as Essential Elements.

The Essential Elements for SPG are:

- | | | |
|-----|-----|-----|
| 1.5 | 2.3 | 3.1 |
| 4.4 | 4.5 | 5.4 |
| 5.5 | 6.1 | 6.3 |

The Essential Elements and rubrics can be found on both SJTA’s and the District’s websites.



SPG Pilot Components

Essential Element Rubrics

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 rubrics. The rubrics are based on the standards, but more aptly capture the depth and breadth of our work as professionals. They are also tools that support self-reflection, goal setting, and create 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, all observations are preceded by a brief pre-conference so the facilitator understands what the focus is for the practitioner during the observation. Each observation is followed by a post-conference debrief. During the post-conference debrief, the practitioner and the facilitator utilize the Learning Focused Conversation process to look at evidence of practice gathered during the observation and determine next steps.

SPG Terms

Learning Focus Conversation

Based on Laura Lipton and Bruce Wellman’s work, LFC trained facilitators shift between 4 stances: calibrating, consulting, collaborating, and coaching to support practitioners in reflecting upon data, generating ideas and options, and increasing their personal and professional awareness and skills.

Practitioner

The Practitioner’s (formerly teacher, nurse, etc.) role is to use evidence to determine next steps to improve or deepen professional practice.

Facilitator

The Facilitator’s role (formerly evaluator) is to ask thoughtful questions to support the practitioner in developing a reflective practice based on evidence utilizing the Learning Focused Conversations process.

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.