

VISION 2020 QUALITY SCHOOLS IN EVERY NEIGHBORHOOD:

LCAP Goal 3: Quality Leadership, Teaching and Learning

April 23, 2019



Professional Growth System for Educators

Background

- We have been collaborating with SDEA in developing a growth and development model for educators that will result in a shift in how educators develop their practice from the beginning of their careers, throughout their careers, and through the end of their careers.



Professional Growth System |

Overview

- We have utilized a process to study best practices for effective professional growth systems, this includes:
 - Utilizing professional standards for our profession
 - Defining effective practice
 - Identifying multiple measures to assess the growth and development
 - Developing the foundation for safe and collaborative environments for educators and administrators to work in partnership



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Key Components

- Useful feedback process that is relevant to educators' goals and needs
- Constructive dialogue throughout the process, collaboration, and risk-taking
- Differentiate along the career continuum (preparation, induction, ongoing professional learning and leadership opportunities)
- Consider the complexities of teaching and learning

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Pilot - Cohort 1

- 26 Schools
 - Elementary, Middle, High, K-8, Alternative schools
 - Cross section of the district
 - CSTP (California Standards for the Teaching Profession) 1- Elements 1.1-1.6
 - Five strategies to demonstrate growth (videotaping, common assessment, portfolio, lesson study, peer coaching)
 - Continue to focus on the partnership between educator and administrator

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Pilot Support (District funded)

- Initial training for all pilot participants (two sessions offered)
- Three voluntary retreats for pilot participants
- Individual supports per site needs
- Regular reflection opportunities



Training and Retreat Days

How are we creating an environment at our school where educator growth and development is nurtured?

We developed opportunities for educators to:

1. Reflect on teaching practice and complete initial self-assessment (standard, element, multiple measure)
2. Collaborate on goal setting focused on the needs of students
3. Select a multiple measure and identify action steps for professional learning
4. Learn how to align Growth and Development Goal and Multiple Measures



Words from the Educators

“Goals are focused on student learning but really about helping me grow instructionally.”

“Our principal is learning alongside the teachers.”

“Teachers are collaborating - Working on critical concepts and monitoring student goals and measuring each critical concept. Student data is public and students are motivated.”

“Teachers are visiting one another. They have written goals together. Regular check-ins with the principal.”



Hearing The Voices of Our Educators

“Investing in yourself is the best investment you will ever make. It will not only improve your life, it will improve the lives of all those around you.”

Robin Sharma

Professional Growth System



Progress

- Prototype Process
 - Educators implemented components of the professional growth system in 2016-17 school year
- Pilot Year 1 Process 2018-19
 - Pilot schools implemented the professional growth system in 2018-19
- Developing Pilot Year 2
 - We continue to use the 'Plan, Teach, Implement, Reflect' model for leading the development of the Growth and Development System



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Progress (Cont.)

- Identification of essential elements of SDUSD's Growth and Development System
 - Educators and administrators
- Development of essential elements of SDUSD's Growth and Development System
- Create roles and responsibilities for administrators/educators /area superintendents
 - Need to know/learn
 - Need to be able to do

Professional Growth System

Progress (Cont.)

- Developing Marketing plan
 - Essential information for growth and development
 - Expectations for participants
 - Support plan
 - Timeline
- Creating video modules
- Developing reflection rubrics
- Designing a support process that can be realized and actualized for the 2nd largest district in California



Experiences of Our Educators



What has been the impact of constructive dialogue, collaboration, and risk-taking on your Growth and Development process?

Next Steps

- 18-19
 - Pilot Year 1
- 19-20
 - Pilot year 2
 - 5 Pilot year 1 sites
 - 25-30 sites - (4) sites in each Area and additional Alternative Ed sites
 - Increase support from Area Superintendents
 - Continue learning from educators and early implementers
 - Develop Growth and Development process for non-classroom educators



Next Steps (Cont.)



- 19-20
 - Continue our partnership with SDEA and regular planning sessions
 - Utilize information learned, symposiums, and intercessions to continue planning for a finalized Growth and Development System
 - Finalize resources and supports necessary for successful implementation of the new system
- Ultimate Goal
 - Implement professional growth system throughout district 20-21
 - Collectively bargain Growth and Development process in 21-22

Questions?