

Professional Growth and Evaluation: FAQ

As we enter into a new PG&E four-level rating system for evaluations many certificated members have been sending in questions to the SEA office. Much interest was generated around decision making for opting in and who participates in what system. The timeline for schools and individuals to opt in has passed.

Who is in PG& E Comprehensive Evaluation for the 2010-2011 school year?

- All employees in their first four years of teaching
- All new employees to Seattle Public Schools
- Teachers of Grades 3-5 and 7-10 who teach in tested subject areas at Level 1 schools and schools or individuals that opt in
- All teachers at SIG schools
- **Who is in PG&E General Evaluation for 2010-2011?**
- All employees in level 1 schools and opt-in schools or individuals who teach non-tested subjects
- All employees in level 1 schools and opt-in schools or individuals who teach grades K-2, 6, 11 and 12
- If you are not in the above cohorts, then you remain on either the Professional Cycle or Professional Growth Cycle. An exception to being in PG&E may apply to ESA staff. The PG&E taskforce is looking into the issue raised by ESA staff. We are working with the district to resolve the issue. SEA will keep you posted.

Does everyone have to use the self-reflection rubric?

- Yes, all certificated members are held to the general terms of the PG&E system.
- However, the self-reflection rubric belongs to the member! It may be used in goal-setting conferences as a discussion tool, but it is not required to be placed in members' files.
- **Does everyone participate in goal-setting conferences?**
- Yes, by November 15, all certificated employees will:
- Participate in a goal-setting conference which will include review of the Self-Reflection/Self-Assessment rubric.
- Review with their evaluator school/classroom performance data and mutually set Student Academic Achievement Goal(s) for 2010-11 and identify how it will be measured.
- Set, in collaboration with their supervisor, a
- Professional Growth Goal linked to their student academic achievement goal.
- Review and discuss goals in a Professional

- Learning Community as well as other opportunities for professional development.

Do you need to use MAP or HSPE data for Student Academic Achievement Goal(s)?

No, even if you teach in a tested subject you may decide to use classroom-based evidence such as student journals or classroom-based assessments. The idea is to set a goal that is S.M.A.R.T: Specific, Measureable, Attainable-agreed upon, Results-oriented and Time-bound. The following is an example of a SMART goal that does not use MAP or HSPE data: 75% of my students will demonstrate proficiency in their semester projects using an established 4-tiered rubric measuring research and presentation skills.

What is this about linking professional growth goals to student academic achievement goals?

Think about the following question: *How do I use the Teaching Framework rubric to elevate practice in support of my student academic achievement goal?*

- Use Self-Assessment/Self-Reflection rubric as a frame of reference
- Identify domains/components that offer personal growth and development and would enhance attainment of your student achievement goal(s)
- Think about support and resources that may be needed
- Establish and use the structures of a PLC
- Remember Professional Growth Goals are made in collaboration with your administrator. In the ideal world the environment in which goals are set is supportive, and allows you to take risks and state which area/domain you feel, if focused on, will help elevate your practice and help achieve your student academic achievement goal. Yet many of you do not work in the ideal environment with administrators who may view evaluations as a “gotch you” system instead of a “professional growth” system. In this case, assert your right to know what area/domain is best for you to focus on, while assuring this type of administrator that accountability for obtaining your goals is best met through autonomy. That being said a reminder that while professional growth goals are not evaluated, professional conduct is.

Who establishes the Professional Learning Communities?

Certificated Staff should decide who are in their PLC’s. I would suggest using your site-based decision- making process to decide the make up of PLC’s.

Can job-alikes create a cross-district PLC?

Yes, certificated staff who are in subject areas with no other counterparts at their schools (PE, ELL, Sp.Ed.) may decide to form a PLC with educators in their same job category from other sites, or they may decide to join a site based PLC. PLC’s are to

support you in elevating teaching practice.

Where can we learn more about PLC's?

SPS and SEA focused the pilot work of PLC's using Rick DuFour's model. At the next RA all SEA representatives will be given his plan book. The next SPS/SEA 1hour staff training will be on November 3. It will focus on pre- and post- observation conferences and support PLC's.

The remaining 1hour staff trainings on PG&E are set for:

- Nov. 3rd, Jan 19th, April 13th, June 1st.

At the end of the year if staff attended the 4-hour August 31st training and the staff meeting trainings on PG&E, then they will be able to receive 10 clock hours.