



SJUSD and SJTA

## Guiding Principles of our System of Professional Growth

(working draft)

*The goal of any system of professional growth is to strengthen the knowledge, practice, and skills of practitioners to support students.*

- Any system of professional growth must be differentiated to support the development of practitioners through all career stages: from beginning, to mid-career, to veteran.
- Any system of professional growth must address the varying assignments of certificated practitioners, including those who teach core and non-core subject areas, and are classroom and non-classroom practitioners (i.e., resource teachers, counselors, nurses, etc.) and their roles in supporting student learning.
- In quality professional growth systems, practitioners use their professional standards to select the goal for growth.
- Any system of professional growth must provide relevant, continuous, and constructive feedback and targeted support that informs teaching practices. Feedback must be linked to the identified goal area and the professional standards and allow for adequate time and resources for coaching, modeling, observing, and mentoring.
- Any system of professional growth must be based on multiple sources of evidence.
- A comprehensive system of professional growth must recognize the different purposes of feedback and be comprised of both formative and summative methods.
- Any system of professional growth must incorporate collaboration including, but not limited to, opportunities for peer involvement for facilitation and support.
- Any system of professional growth must be based on a continuum of standards of professional practice that acknowledge the multiple activities and responsibilities of educators who contribute to the improvement of student learning and the success of the school.
- All facilitators must have quality training and regular calibration in all system procedures and instruments.
- All system of professional growth components, language, and procedures must be clearly defined, explained, and transparent to all educators.
- Any effective system of professional growth that supports professional learning requires an ongoing commitment of financial resources, training, and time.
- Any system of professional growth must include the process of continuous reflection as it is essential to the improvement of practice.
- Professional growth systems included practitioners engaging in professional learning in a focus area to strengthening knowledge, skills, and practice.

- Any professional growth system must be reviewed, evaluated, and modified (as needed) to ensure that it is working as intended and it remains consistent with its purpose.

Practitioners provide the stable, nurturing, inspiring environment that makes it possible to reach each student individually. Practitioners and the classroom environment are the foundation of a solid educational experience. Practitioners need and want a system of professional growth that strengthens their knowledge, their skills and their practices, and the goal of any system of professional growth should be to improve student learning.

Facilitators\* support a stable, nurturing, inspiring environment that makes it possible for our practitioners to reach each student individually. Facilitators support the classroom environment that is the foundation for a strong educational experience. Facilitators need and want a system of professional growth that strengthens their knowledge, their skills and their practices, and the goal of any system of professional growth should be to improve student learning.

*\*Facilitators may include peer evaluators as well as administrators in this system of professional growth.*