System of Professional Growth
Prototype Components

**Observation:**
Select one from each section

<table>
<thead>
<tr>
<th>Focus Area:</th>
</tr>
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<tbody>
<tr>
<td>A. Self select</td>
</tr>
<tr>
<td>B. Self-assessment then self select (using continuum)</td>
</tr>
<tr>
<td>C. Self select a goal that is in alignment with the District and/or site strategic plan</td>
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*The “focus area” will guide the practitioner’s professional growth. The practitioner will collect evidence of growth in the focus area throughout the year.*

<table>
<thead>
<tr>
<th>Observer(s):</th>
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<tbody>
<tr>
<td>A. Administrator</td>
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<tr>
<td>B. Administrator and Peer</td>
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<tr>
<td>C. Peer</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Learning Process:</th>
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</thead>
<tbody>
<tr>
<td>A. Individual Work</td>
</tr>
<tr>
<td>B. Collaborate/Partner with colleagues</td>
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<table>
<thead>
<tr>
<th>Observation Frequency:</th>
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<tbody>
<tr>
<td>A. 5-6</td>
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<tr>
<td>B. 3-4</td>
</tr>
<tr>
<td>C. 1-2</td>
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</tbody>
</table>

*Observations will last between 30-90 minutes. The practitioner will determine the optimum length.*

(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.

<table>
<thead>
<tr>
<th>Observation Feedback Focus:</th>
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<tbody>
<tr>
<td>A. Focus Area Only</td>
</tr>
<tr>
<td>B. All California Standards for the Teaching Profession (CSTPs)</td>
</tr>
<tr>
<td>C. Combination of both A and B (how many of each to be determined by the practitioner)</td>
</tr>
</tbody>
</table>
**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: ________________________________
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: ________________________________