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.

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.

Pilot Participants

Official Pilot Sites
Casa Roble  
Del Campo  
Carnegie  
Del Paso Manor  
Del Dayo

Sites with Participants
Northridge  
El Sereno  
Lichen  
El Camino  
San Juan (ECE)  
Coyle (ECE)  
Marvin Marshall (ECE)
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.

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.