

Professional Growth and Assessment Process for Teachers:

Handbook for Tenured Teachers

**Recommended to the Superintendent of Schools
and President of the Hammond Teachers' Federation
by the Professional Growth and Assessment Design Team**

**School City of Hammond
41 Williams Street
Hammond, Indiana 46320**

**Board of Education
Mr. George T. Janiec
Ms. Anna Mamala
Mrs. Cindy Murphy
Mrs. Rebecca Ward
Mrs. Deborah White**

**Superintendent of Schools
Dr. Walter J. Watkins**

**President of the Hammond Teachers' Federation
Mr. Patrick O'Rourke**

**Professional Growth and Assessment Process
Handbook for Tenured Teachers**

Table of Contents

Belief about Teaching and Learning	1
Introduction.....	2
Purpose	2
What is PGAP?	2
Choice in Professional Growth.....	3
Standards Assessed	3
 Professional Development.....	 4
 New Roles and Shared Accountability	 5
New Roles	5
Shared Accountability	6
 Professional Standards for Teachers	 6
The Teaching Standards.....	6
 Procedures and Timelines.....	 8
Procedures.....	8
Timelines	8
 In Your Personnel File	 10
Formal Observations.....	10
Intervention and Professional Support.....	10
Personnel Files.....	10
 Glossary	
 Appendix I.	Illustrations of Best Practice
Appendix II.	Questions and Answers
Appendix III.	Teaching Standards
Appendix IV.	Portfolio Guide to Reflective Practice
Appendix V.	Reflective Conference
Appendix VI.	Menu Descriptions

**Professional Growth and Assessment Process
Handbook for Tenured Teachers**

Introduction

Purpose of Handbook

The **Handbook for Professional Growth and Assessment Process for Tenured Teachers** is to be used to guide professional Growth activities during the school year. The purpose of the **Handbook** is to inform educators about the goal setting process for the teaching profession. This **Handbook** also describes the new direction for performance assessment of teachers in Hammond.

What is PGAP

The **Professional Growth and Assessment Process (PGAP)** aims to develop new expectations and standards for responsibility in the teaching profession by fundamentally altering the reasons and ways assessments are completed.

The new professional growth and assessment process has **moved away from** administrators as evaluator and the teacher as evaluatee. The PGAP emphasize peer and collegial dialogue. **Peers** are defined as teachers, most often in the same certification area; while **colleagues** are defined as educators – teachers, administrators, paraprofessionals – in the district who share working relationship.

Through PGAP efforts, the District and Teachers' Federation aspire to:

- **Create the highest caliber teaching staff as defined by high expectations for the profession and by rigorous student outcomes;**
- **Promote the professional growth of teachers so that they reach the high expectations for the profession and remain current in their content area(s) and best pedagogical practices.**
- **Advance the role of peers in sharing in the professional growth of those in their profession.**

The Professional Growth and Assessment Process (PGAP) is to:

- **Be based on an assumption of teacher competence;**
- **Focus on and promote development and Professional growth for teachers;**
- **Include peer dialogue on teaching practice.**

This should be viewed as a continuous process in the development of a teacher lead professional growth plan.

As the assessment system evolves, we will inform you of modifications. It is, however, your responsibility to make this year's assessment process a time to grow both professionally and collegially. In areas where there are questions, please ask.

Choice in Professional Growth and Assessment

A consistent value in the PGAP is the involvement of colleagues in developing each component of the new system. An equally important value is choice. **The Professional Growth and Assessment Process provides teachers with considerable choices.** Teachers will choose how they met the expectations, choose their Professional Growth and Assessment Process, and choose the peers or colleagues that they will work with, etc. Teachers and administrators looking for a prescribed way of doing things will be disappointed.

The PGAP plan must reflect learning and application of the following standards:

Professional Standards:

- **Teachers are committed to their students and their learning**
- **Teachers know the subjects they teach and how to teach those subjects to students.**
- **Teachers are responsible for managing and monitoring student learning.**
- **Teachers think systematically about their practice and learn from experience.**
- **Teachers are members of learning communities.**

These standards are described in greater detail later on in the handbook. (see appendix)

Professional Development

The primary purpose of the new process is to improve student performance by promoting the professional growth of teachers as individuals, as members of teams working towards common goals, and as functioning members of the school community. Changes, reinforcing the need for career-long development, have occurred not only in teachers' content area(s) and pedagogy, but also in the workplace and the families that we serve. In this climate of change, the district's and union's aim is to create educators who have high expectations for students and assist all children to do their best. To meet this challenge, professional development efforts must be ongoing, significant, and reflect the wide variety of professional forces for change.

The new process is a professional development endeavor in the best sense of the term. Just as Hammond educators are coming to understand professional growth as a complex process, so too, there is an emerging understanding that professional development is far from an one-dimensional effort. In addition to workshops, seminars, conferences, classes and the like, PGAP is **anchored** in the belief that teachers learn in a number of other ways as well. These other possibilities for professional growth include such activities as teacher research, project design and development, support and networking, observations, presentations and writing, and even the assuming of new roles within the profession.

Professional growth must be approached from two vantage points. The first is the skills or information (e.g., team building, peer coaching) that teachers and administrators need in order to participate in a new process. The second is the skills and information that teachers need to implement their own growth plan as it relates directly to their professional work (e.g., assistance in developing new teaching skills).

Educators need to work with each other to identify needs and interest, to cooperate in establishing a variety of ways to meet those needs, to participate in a wide range of professional growth activities during the year. To actively incorporate new skills, ways of thinking and research into their professional practice.

New Roles and Shared Accountability

New Roles

In looking at schools as a Community of Leaders, this calls for changes in the roles of all school community members. Since these efforts are interrelated and mutually supportive, the magnitude of change is considerable.

Teachers: For the first time, teachers will choose the components of their growth plan best demonstrated by their style and talents. Collegial dialogue of what constitutes best practice and professional growth is central to the PGAP.

Administrators: Administrators continue to play a supervisory role in teachers growth plans as a colleague rather than as an evaluator. Administrators have an important role in supporting the development and implementation of teachers' plans of action and in creating an effective learning environment.

Parents and Students: They may provide input in some components of the process. The parent-teacher partnership supports student achievement. Parents are encouraged to be actively involved in student learning. PGAP seeks new roles for students by changing traditional classroom practices so students engage in active learning.

Paraprofessionals: These staff members join teachers and administrators as colleagues in a team approach to instruction. Paraprofessionals, at the teacher's direction, may be selected to participate in a teacher's professional growth and assessment process.

Central Office Administrators and Staff: Central Office administrators and staff are challenged to become involved in supporting change in instructional strategies by serving as a resource. Central Office personnel may be members of a collegial group or another component of the professional growth process.

Shared Accountability

All staff must consistently reflect in their work a fundamental commitment to the development of students and the well-being of the learning community as a whole. Staff must be able to see their work within the context of the larger effort to fully educate students. Whenever any district employee comes into contact with students s/he must positively affect the ways in which students perceive themselves, their school, their learning, and their future. Employees who do not have regular contact with students must contribute to a well-functioning, healthy organization.

Teachers have identified what they can do and what they can be responsible for, but teachers cannot do it alone. Teachers, as they define their own professional responsibility, frame the question for administrators, the staff, parents, students, and the Board of Education, and community members: ***How will you help me support student success?***

Professional Standards for Teachers

As professionals, educators should be moving towards standards which demonstrate best practice. Pedagogy, as the art and science of teaching, the “how-to-do-it-best,” must be applied within a curriculum that is rigorous and challenging. Through collegial interaction and other professional growth activities, teachers must maintain an awareness and use of best pedagogical practices, as supported by research and experience, to improve student learning. The concept of pedagogy suggests successes and mistakes are part of the learning process. With this in mind, the following professional standards are the guiding principles for the Professional Growth and Assessment Process.

Teachers are committed to their students and their learning.

- **Teachers recognize individual differences in their students and adjust their practice accordingly.**
- **Teachers have an understanding of how students develop and learn.**
- **Teachers treat students equitably.**
- **Teachers’ mission extends beyond developing the cognitive capacity of their students.**

Teachers know the subjects they teach and how to teach those subjects to students.

- **Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.**
- **Teachers generate multiple paths to knowledge.**
- **Teachers command specialized knowledge of how to convey a subject to students.**

Teachers are responsible for managing and monitoring student learning.

- **Teachers call on multiple methods to meet their goals.**
- **Teachers orchestrate learning in group settings.**
- **Teachers are mindful of their principal objectives**
- **Teachers regularly assess student progress.**
- **Teachers place a premium on student engagement.**

Teachers think systematically about their practice and learn from experience.

- **Teachers are continually making difficult choices that test their judgement.**
- **Teachers seek the advice of others and draw on educational research and scholarship to improve their practice.**

Teachers are members of learning communities.

- **Teachers contribute to school effectiveness by collaborating with other professionals.**
- **Teachers work collaboratively with parents.**
- **Teachers take advantage of community resources.**

It is the understanding of the PGAP design team that all these standards are interrelated.

TIMELINES

TEACHER

*Initial plan of Action
Initiation of pre-conference with administrator
Midyear progress report with administrator*

Principal

*pre-conference [by October 15]
Midyear progress report*

Growth Process

menu validation

Plan

work in progress for the year

Reflective Conference

initiated collaborative with the administrator [by June 1st]

Personnel File

choice by the teacher as to the extent of material to be sent. It can be only the signature at the end of the reflective conference.

Difference between PGAP and Evaluation

PGAP

1. Positive model
2. Collaborative
3. Recognizes that teachers are responsible for their own learning.
4. Self-Reflection is an important component
5. Teacher directed

6. Teachers are responsible for their own learning and new knowledge.
7. Administrators are the guide and resource to acquiring new knowledge.
8. Collegial in nature
9. Based on the assumption of teacher competence.
10. New culture and mind set
11. Increase and improve student
12. Career development

13. Allows for teacher to design a plan which indicates their talent.
14. Dignifies and recognizes what teachers are already doing
15. Process allows teachers to present their efforts.

Evaluation

1. Defensive model
2. Administrative Focus
3. Administration is responsible for Performance.
4. No self-reflection

5. Administrator is the sole “rater”
6. Administrators allow learning to take place

7. Evaluation form is a checklist with very very little meaning.
8. No collegial component
9. No assumption about

10. Prescribed way of
11. Increase and improve
12. Performance indicator for present time
13. No talent indicators

14. Recognize current classroom practices
15. Formal observations

PERSONNEL FILE

Formal Observations

Because the emphasis for professional growth and self-assessment has changed dramatically, the use of formal observations is also likely to be different. Teachers and administrators working as colleagues in any part of the process will find improved ways to know about each other's practice and to exchange ideas about best practice. The formal observation may continue to be used as a tool for use in assessing performance as a choice in the menu for the developing of a growth plan.

Corrective Discipline

When a serious concern is noted, triggered by a practice that is harmful to children, any observer-administrator or peer-is ethically and professionally responsible to confront the colleague. Corrective Discipline process will be implemented at such time.

It is important to note that formal observations as described in the contract are unlikely to foster the frank collegial discussion necessary for reflective practice to become the norm. Colleagues may wish to investigate other observation/conference approaches aimed at creating a trusting, cooperative relationship.

Personnel Files

During the formal process of PGAP, a teacher will include in the personnel file the signatures of the reflective conference. Other materials that **may** be included in the personnel file are:

- **Professional Growth Plan:** This indicates the professional goal and defines the features of their plan.
- **Formal Observation Forms:** Records of formal observations as determined through the process.

Overall Rating

With our assessment system anchored in a professional development approach, "rating" a person's performance must be viewed in a different light. **The value here is to enable all teachers to meet the high expectations for the profession.** This suggests that all teachers must first understand and embrace the standards.

For some, meeting the standards may be accomplished incrementally; it is not expected that all teachers will meet all of the expectations. What is expected, however, is that teachers, with assistance from colleagues, will understand and document their strengths and develop effective ways to grow professionally.

There will be no formal rating of tenured teachers. This does not mean that teachers who are experiencing difficulty will not be identified and offered assistance. This approach may actually allow more time and energy to be devoted to those individuals who need the most help. *If a teacher's performance is "Unsatisfactory" – their supervisor is responsible for taking steps to correct harmful practices. The corrective discipline process is appropriate whenever this situation occurs.*

If a teacher refuses to participate in PGAP performance assessment or does not comply with agreed upon procedures, h/she may be subject to disciplinary action as provided in Section 15 of the contract.

Professional Growth and Assessment Process

Handbook for Tenured Teachers

Glossary

Authentic Assessment is characterized by worthy tasks, i.e., tasks likely to face learners in real-life situations. Authentic assessments engage learners in activities like science labs, debates, and projects. In authentic assessments, students demonstrate the ability to apply skill or knowledge as opposed to the possession of knowledge as opposed to the possession of knowledge.

Collaboration – Working with others to produce desired results.

Colleagues – Are educators, teachers, administrators, paraprofessionals, in the district who share a working relationship and participate in a cooperative team approach to the instruction of a group of students.

Competence – Possessing the necessary qualification and/or talents for the delivery of effective instruction.

Cooperation – Working with other individuals.

Corrective Discipline Process – Process by which behaviors that impede or are determined to students learning are corrected. This process begins after all counseling and friendly persuasion has not achieved the desired results. The process is initiated by the supervisor and may result in disciplinary action, including termination of contract.

Dialogue – A free interchange of ideas. Embedded in this interchange is active listening.

District Focus – The standard specifically stated to be addresses during a given assessment year in the Professional Growth and Assessment Process of tenure teachers.

Evidence – Refers to the kinds of data collected as part of the assessment process. The need for evidence should not drive teachers' performance assessment. Rather, evidence should be generated naturally through the process.

Formal Observation – Maybe continued to be used as a tool/choice for professional development.

Goal-Setting – One approach to instructional planning which may be used within a collegial group or for an individual's performance assessment model. Goal-setting offers a systematic method to identify instructional goals, necessary steps to reach those goals, resources/strategies to employ, assessment of results, and beginning a new cycle.

Full Year Process – The school year of the three year cycle in which the teacher identifies a specific goal as it relates to the standard, and develops and completes with documentation a personal plan for assessment and growth.

Goal Setting – A systematic method to identify instructional goals, necessary steps to reach those goals, resources strategies to employ, assessment of results and beginning a new cycle. All tenure teachers will employ goal setting every year.

Goal Statement Year – The two years of the three year cycle during which the teacher is responsible for identifying a goal as it relates to the standard.

Menu – Listing of items from which teachers may choose as part of their learning.

Observation – Can be conducted in a number of ways, depending upon the purpose(s) it is designed to serve. In a collegial relationship, observations may become a continuing series of short, informal visits followed by conversations aimed at providing new perspectives on practice. A second type of observation is formal and is conducted by administrator.

Pedagogy – The science or profession of teaching, or the teaching and theory of how to teach.

Peers – Other teachers, usually in the same certification area or at the same level.

PGAP- Professional Growth and Assessment Process of tenured teachers for the School City of Hammond.

Responsibility – Obligation of the teacher to initiate their own continuous professional growth and acquisition of skills in creating a motivating and engaging environment that ensures successful learning experiences for students.

Standards – The levels of competency as defined by the National Board for Professional Teaching Standards.

Supervisor – Leader whose efforts are devoted to cultivating each teacher so that all teachers can perform to their greatest potential and, at the same time, in a manner consistent with organization's aim. The leader does all that s/he can do to provide teachers with the best tools and work place as a friendly, non-coercive, non-adversarial atmosphere in which to work.

Professional Growth and Assessment Process

Handbook for Tenured Teachers

Appendix I: Illustrations of Best Practice

Comprehensive Group Process

Description: This allows for already established groups to engage in a comprehensive professional development process which reaffirms commonly-held beliefs through a process of collegial reflection, individual goal-setting, student-centered action and observation.

Participants: This is for established collegial groups (school, school-within-a-school, house, project) who already have a clearly articulated philosophy or set of common beliefs, who used to working with each other and have established significant levels of trust. Groups who do not yet have such a program analysis goal-setting, project-based or peer observation contain many of the same elements and can be used to develop commonly held beliefs.

In the collegial group which selects is large (six people or more), participants may find it useful to do some of their work in smaller groups such as triads, reporting periodically to the whole group.

Elementary to the assessment process

Addressing the four professional expectations: As individuals we select goals, they have a dual task of making explicit the connection between those goals and the goals of their group, as well as the connection of the professional standards.

Reflecting student performance: To the extent possible, educators are encouraged to design their goals so that they relate directly to student performance. A goal must be defined in ways which are student-centered and observable.

Incorporating peer review: This calls for an individual who is setting a goal to confirm those goals with colleagues who are part of the same group. Peers and colleagues serve an important role in the process, as critical responders to each person's goal. They may check to see whether the goals of the individual are appropriate to the goal of the group, rigorous and growth promoting for the individual who proposed the, student-centered, etc. Peer/colleagues maintain this challenging and supportive role throughout the year, and have a responsibility to review and comment on each colleague's final assessment.

Including parent and student input: Educators using this item will identify ways for obtaining parent and student input which are appropriate to their group. Some options for student input include: feedback forms, essays, one-on-one conferences and peer-mediated student feedback. The group may want to explore ways of soliciting input that look not only at individual performance, but also at group/program performance.

Promoting professional growth: Professional growth occurs through frequent small-group sessions and the periodic large-group feedback sessions, as well as through more traditional activities which one or more individuals may undertake to reach their particular goals. As part of this plan, participants are asked to specify the kinds of formal professional growth activities they will select, which can include conference attendance; formal workshops; courses; project development, implementation and evaluation coupled with peer review; and research or inquiry. The opportunity for reflection made possible through observation is considered a crucial part of professional growth. Two basic types of observation or review of an audio or videotape analysis is done privately by the teacher, some analysis must eventually be coupled with an in-depth discussion with other teachers. This item does not specify the purposes of the observation or the way the observation-related discussions are to be focused.

Evidence: The group must specify in its plan, what kinds of data will be collected and submitted as part of this process. Since this is a multi-dimensional effort, care must be taken to ensure that the amount of data collected and reported is not cumbersome. Emphasis is on the **process** of observation, reflection, interpretation from many sources and the action.

Procedures: The initial plan must include both individual and group components. Early in the process, the group determines the specific processes which they will follow to confirm individual goals. The group sets forth timelines for goal-setting observation, large-group reporting out meetings, year-end reports, etc. Regular large-and-small-group communication of the work in progress is essential, as is ongoing feedback to peers.

Closure: Each individual submits an assessment report to the entire group for its review and comment. This report includes:

- A statement of goals, a summary of the activities undertaken to reach of those goals, and a report of the extent to which the participant was able to reach those goals. This should include some discussion of the general worth of the goal, as seen from the perspective of the year's end.
 - A report of the observation process in which each participant shares, in general terms, what they have learned;
 - A brief summary of formal professional development activities, clearly indicating the benefit to the individual and/or students which resulted from those activities;
 - A description of the implications for each educator's (and the group's) future work;
 - A description of the implications for each educator's (and the group's) future work;
 - Review and comment from the small-group members.
- The report that each individual submits to the larger group may be an abbreviated version of the report to the small group. Since there may be

elements which an educator feels free to share in detail with the small group which they prefer to merely suggest briefly in the larger report.

Illustration

One of the growing number of *[elementary, middle, community teams, etc.]* schools quickly came to the conclusion that they could not do business differently with students without conducting their own assessment process in different ways as well. Central to their beliefs about learning was that any assessment of learning enhances learning, rather than stand apart from it. They believe that assessment and learning should become indistinguishable, and this belief is reflected in the senior projects which their students complete – doing, learning, and showing their learning all at once.

Given these beliefs, they define their own assessment process as essentially a learning-a professional development activity. They then proceeded to build an assessment model which was developmental. It started with a reaffirmation of the goals of the school and was followed by an exercise in which faculty members briefly presented their goals for the year. Accompanied with a statement of why those goals were important to them, their students, and the school.

As the year continued, each person addressed individual goals in individual ways. Some became members of small groups, some worked alone, and others steadfastly held to the belief that their work should be conducted within the large group which comprised the whole faculty. (Whatever significant ways, they talked, reflected and analyzed).

Eventually it became clear that some people were giving the process more serious attention than others. Slowly and painfully, some members of the faculty came to the conclusion that there were important things which were not being said. Initially, many felt that the school's administrator, a member of the team, should confront the "weak" faculty members and offer support. Finally, a few came to the conclusion that it was a faculty-wide responsibility to not only support but also challenge colleagues, including the administrators.

As their conversation continued, they came to the realization that few, if any, of their colleagues were "weak," but that each needed to pose for him/herself appropriate challenges, and need to become explicitly accountable not only to their students, but to their colleagues as well. They began to develop a culture which not only allowed but required that to be their "brother (sister's) keeper." They asked colleagues to prepare formal written responses to each individual's year-end report. They are still working on the details, and they expect that their work will continue to be refined and changed, just as their responses to students are ever-changing.

Goal-Setting

Description:

This is essentially a goal-setting process through which individuals or groups identify goals and develop plans to achieve those goals. There are many ways to write goals, ranging from some that are sentence or two to those which look more like the illustrations of best practice which have been generated as part of the PGAP Standards.

Participants:

Every teacher must write a goal statement. Goals may be set individually by teachers, in cooperation with a single teacher and administrator, as a group, etc. Groups may include colleagues as well as peers. Where the goal-setting is an individual exercise, educators are reminded of the necessity for the relationship to the standards being assessed.

Elements of the assessment process

Addressing the four professional expectations: Goals will address the five Professional Standards

Reflecting student performance: Educators should design their goals so that they relate directly to student performance.

Promoting professional growth: Professional growth comes initially through the goal-setting process which requires each participant not only to clearly set forth goals, but also to identify reasons why those goals are worthwhile. There is individual and collective ownership. Professional growth continues through the year-long process of addressing the goals, and sharing progress with colleagues who are expected to respond actively, supportively and critically. Professional growth may also be through workshop, seminars, conferences, courses, etc., selected because of their particular relevance to the participants' goals.

The Professional Expectations for Teachers

The ***Professional Expectations for Teachers*** are pedagogy, content, school quality and home involvement. Examples of the ***Illustrations of Best Practice*** for each of the expectations are included in Appendix II. Those illustrations were selected from ***Illustrations of Best Practice*** that is available to teachers.

Pedagogy

Expectation for Pedagogy

Teachers are committed to their students and provide for effective, worthwhile, student-centered learning.

Explanation for Pedagogy

Pedagogy as the art and science of teaching, the “how-to-do-it-best,” must be applied within a curriculum that is rigorous and challenging. Through collegial interaction and other professional growth activities, teachers must maintain an awareness and use of best pedagogical practices, as supported by research and experience. The concept of pedagogy suggests schools as learning centers where successes as well as mistakes proved practitioners with a wide range of approaches aimed at improving student learning.

Students are the focus of the instructional process. Knowledge and application of the most effective instructional planning approaches, classroom management techniques, provisions for student choice, interdisciplinary curricula, multiculturalism and general elements of teaching are expected of all teachers. Experience also equips teachers to recognize the “teachable moment” when it comes, i.e., responding to a child’s (or a group’s) interest in and/or fascination with a particular topic.

In addition to knowing the subject matter, teachers are able to apply the very best instructional methodology, as reflected by student progress. Teachers use a wide variety of instructional practices and match techniques and approach to students learning styles and needs. There is a commitment of students to learn and grow. Although these qualities are not always measurable, the best teachers are enthusiastic and truly like working with students. As a result, they have high expectations for student success.

Standards for Pedagogy

- Teachers design learning experiences in ways which stimulate inquiry, creativity and discovery, and require active learning.
- Teachers model and facilitate students; high-level thinking, problem-solving, decision-making, creativity and flexibility.
- Teachers adjust practice based on observation and knowledge of students’ interest, abilities, culture, family circumstances and peer relationship.
- Teachers understand and plan instruction to address specific learning styles.
- Teachers provide a variety of opportunities that engage students in learning and practicing what they have learned.
- Teachers’ assessments of student work are performance-based, content-appropriate and authentic.

- Teacher energy is channeled toward engaging students and supporting their academic, social, physical, cultural and emotional growth.
- Teachers create an inviting environment which promotes students' readiness and enthusiasm for learning.
- Teachers offer opportunities for students to learn as individuals and in groups.
- Teachers seek ways to integrate their instruction with the work of others so that students make connections to other disciplines.

Content

Expectation for Content

Teachers must possess a deep understanding and passion for their subject(s), as well as an understanding of how knowledge in these subject(s) is created, organized, linked to others disciplines and applied to real-world settings. Teachers recognize that the body of knowledge related to their subject(s) is constantly changing and that it includes both factual and conceptual dimensions.

Teachers' organization and presentation of subject matter is on-going and interactive-both with students and with colleagues. Teachers encourage students to approach subjects in ways which experts in the field would pursue actual problems, situations and task.

Increasingly, the challenge for teachers is to motivate students, to create a community of learners. To meet this challenge requires a depth and breadth of knowledge about the subjects taught, as well as characteristics which allow teachers to respond to students needs: flexibility, creativity, enthusiasm, and empathy.

The most important verification of teacher efforts is in students performance. Students outcomes-what students know, are able to do, and what students are like at certain junctures of their education-are evident in their cognitive skills as well as in their attitudes and behavior.

Standards for Content

- Teachers have an accurate, up-to-date and extensive knowledge of their subject(s) and an understanding of the linkage to other disciplines.
- Teachers' organization of content is consistent with student instructional needs and the expectations of student outcomes.
- Teachers' organization and facilitation of student access to content is appropriate to children's needs, and reflects teachers' knowledge of how students learn that content.
- Teachers help students to connect content to other disciplines.

- Teachers' instructional strategies accurately and inclusively reflect cultural diversity.
- Teachers help students connect instructional content to the students' world through performance task, using community resources and community service opportunities as appropriate.

School Quality

Expectation for School Quality

Teachers have a professional, collegial responsibility to contribute to the improvement of school quality and to student learning.

Explanation for School Quality

The quality of a school (or school within a school) and district is directly related to the level of professional responsibility its teachers undertake. This expectation advocates a pro-active, positive and creative role for teachers in the life of the school. It reaches beyond the primary professional role of teachers-instruction and delivery of services which support students and families. It expands the setting for professional contributions from the individual classroom office to include the larger community of a school and the entire Hammond community.

Involvement serves to strengthen ties with the school, colleagues and the larger school community. Teachers engage students, parents, colleagues and others in a cohesive effort to create exciting and effective school responsible to and reflective of students and families' needs. Many teachers may partially meet this expectation by choosing to participate in projects between or among schools [TESA training for example].

As this expectation is addressed, school communities—parents, teachers, administrators and students—work cooperatively to ensure supportive transitions from elementary to middle to senior high school. This expectation affirms that an effective school community is created by adults and children acknowledging and sharing accountability. No group can create a successful school without the assistance, support and respect of other community members. Although the standards below address teachers' responsibilities, in actuality they must apply to all who are citizens of the school community.

Standards for School Quality

- Teachers help create a climate that makes students feel positive about coming to school and both welcome and comfortable in all aspects of school life.
- Teachers help ensure that all students have equitable access to all aspects of school life in order to further students' academic, physical, social, cultural and emotional development.
- Teachers are collaborative partners with parents and parent organizations in their efforts to improve school effectiveness and responsiveness.
- Teachers actively support the school-based planning process and its decisions by participating in school improvement activities.
- Teachers productively collaborate in formal and informal collegial setting to discuss issues, develop innovations and implement and refine actions which enhance the quality of the school.

Home Involvement

Expectation for Home Involvement

Teachers reach beyond the school to make connections with students' homes and families in order to improve a school experience which addresses the needs and interests of each child.

Explanation for Home Involvement

Effective family involvement and communication fosters a more complete sense of each student's needs as a learner and supports the entire learning process. Teachers support families' high expectations for their children, as well as communicate their expectations for the individual child and for all students in their classroom. Teachers are accessible to students and their families. Communications are established through a variety of methods, including family visits at home or at other locations. Personal contact, as mentioned below, suggests that a family's response to a communication is what makes it complete; letters unanswered or phone calls not returned—by either a teacher or a parent—are not completed communications. The time and place of such contact is sensitive to the needs of the family.

One of the standards indicates the need for timelines in teachers-family communications. The "early" contact should certainly be within the first

month a child or a teacher is in a particular class; “early enough” depends on the situation. For example, parents need to know about student success as well as missing homework, inadequate preparation for class, skipping, etc., in time to support the child’s improvement. When parents contact the school, timelines of response is also important. The standards for the profession indicate the need for teachers to respond within a day or two when parents seek information.

Home involvement is very much an area of shared accountability and responsibility. School staff members need to find ways to make parents welcome participants in the schools academic and social activities. Parents are eager to be cooperating partners in their children’s success. The ideal parent-teacher relationship is built on mutual respect and trust with the common goal of improving the lives of children. The district has a responsibility to provide resources-time, phones, postage, etc., so that teachers can meet the standards set forth below.

The communication and support arrangement described by these standards assume that teachers and other school staff let students know what is expected of them and how they are doing as an extension of the other three professional expectations of pedagogy, content, and school quality.

Standards for Home Improvement

- Teachers’ communications with families are clear, concise, direct and supportive, according to the needs of the students’ family.
- Teachers talk with families—and listen to what they have to say—about how both the family and the teacher can make sure that each student has a successful school year.
- Teachers maintain regular contact with students’ families throughout the year.
- Teachers contact and respond to families early enough so that so necessary support, encouragement, praise and/or corrective action needed will be most helpful.
- Teachers provide parents opportunities to share information and experiences which will enable the teachers to understand the total child; teachers ask parents to share their expectations for the academic growth and social development of their child.
- Teachers let families know what is expected of the students and keep the family informed about the student’s progress.
- Teachers share general information about curriculum, as well as specific standards including: homework expectations, schedules for test and major assignments, graduation requirements, behavioral expectations, and how marks are determined.
- Teachers assigned the responsibility for primary home contact (e.g., elementary classroom teachers and home-base teachers) will ensure

coordination between the home and the school for school-related activities and services affecting the student.

Other teachers (e.g., middle and high school classroom teachers, physical education, art, music, special education, etc., and support staff) will ensure that relevant information is communicated to the student's family in a timely manner, either through the primary contact teacher or directly.

Professional Growth and Assessment Process

Handbook for Tenured Teachers

Appendix II: Questions and Answers

Questions and Answers about PGAP?

- 1. Q. Can my administrator still observe my class if I'm in an alternative performance system?**

A. Yes. Observations can still be conducted. If an administrator has concerns about a teacher's performance, an observation may be one way to resolve those concerns.
- 2. Q. What if I do not meet performance assessment deadlines? What if I just don't do it?**

A. For tenured teachers, it is a contractual responsibility to participate in the revised performance assessment process. Failure to do so without good reason will result in disciplinary action.
- 3. Q. If my contractual rights have been violated, can I file a grievance?**

A. Yes, All due process rights continue unaltered, including the right to grieve contractual violations.
- 4. Q. What if I try many different instructional approaches and my students still don't improve? Will my assessment be unsatisfactory?**

A. We acknowledge that there are many factors which influence student achievement. Our responsibility as teachers is to adjust the factors we can control based on research and best practice. It's possible that we may not succeed immediately with every class or with every student.
- 5. Q. May a fellow teacher observe my class and offer input regardless of the plan?**

A. Yes. Any colleague-teacher or administrator may be asked by you or your group to provide input gained through an observation. All models can incorporate collegial observations.
- 6. Q. If I start the process and find out my assessment and growth plan doesn't work halfway through the year, what should I do?**

A. Since PGAP focuses on a teacher's professional growth and individual assessment, you may need to alter your plan during the year. You should discuss the changes with your administrator and with any other collaborator on your plan.
- 7. Q. May my administrator still evaluate me even though I have a PGAP plan?**

A. Yes, utilizing the corrective discipline process. If the building administrator is aware of deficiencies in our performance, however, h/she is accountable for helping you identify and correct them.

- 8. Q. Isn't this going to require a lot of extra time?**
A. Hopefully not. Developing a performance assessment plan that helps teachers grow professionally and ultimately helps students perform better is a critical task. It is likely to take additional time, especially in its developmental stages. Some teachers already approach their professional duties in a way that will transfer easily to their PGAP plan. For them, an alternative performance assessment system may actually free-up time.
- 9. Q. Can non-tenured teachers participate in PGAP?**
A. Yes, in fact they are expected to develop a professional growth goal which focuses on the district's standard for the school year.
- 10. Q. Will a non-tenured teacher's PGAP goal "count" for the annual evaluation?**
A. It will "count" as additional and valuable evaluation input. Participation in PGAP will not replace the administrator's or mentor's evaluation this year.
- 11. Q. If I'm not in the actual assessment year, do I still have to develop a goal and a plan for this year?**
A. A goal but not a plan.
- 12. Q. Can a principal insist on being included as a collaborator in my PGAP plan?**
A. No. The plan is the teacher choice in the way in which they document their performance in relation to the standard being assessed.
- 13. Q. Can this process affect my pay?**
A. There is no connection between the professional growth and assessment plan and teachers' salaries.
- 14. Q. I'm afraid my teaching will get lost in paperwork. How can I avoid that?**
A. The professional growth plan is designed to be user friendly and to promote honest assessment and growth in each teacher. The process is totally based on teacher choice and does not have to be overly cumbersome to be effective. The plan should be a documentation of growth and practice that exist in the classroom.
- 15. Q. My class this year is very challenging. Can that be factored into my professional growth and assessment plan?**
A. Absolutely. Since what you do relates directly to your students needs, how you address the challenges of a given class is a very important factor in the overall assessment.

- 16. Q. Do I need to submit my PGAP plan to my principal?**
A. Yes, when you are in the full assessment year cycle but not if you are in a goal statement year. Goal statement year teachers must simply submit their goal to the administrator.
- 17. Q. How will the new assessment system help improve student performance?**
A. The performance assessment system focuses principally on self assessment as it relates to accepted professional standards. The claim “I taught them, but they didn’t learn,” can no longer be the end of the professional discussion. Now colleagues must **seek** to change practice that has been unsuccessful in order to enable students to learn and succeed.
- 18. Q. As a traveling teacher, where do I complete my assessment process?**
A. In your home (payroll) school.
- 19. Q. Will administrators be involved in my PGAP plan development?**
A. Administrators will be directly involved in PGAP plan development for those teachers who are in the full process cycle. For those teachers who are not in the full process year, administrators will receive a copy of their professional goal.
- 20. Q. Who determines which teachers are in the assessment year cycle and how and when will I be notified about my status?**
A. Each school principal will divide the staff into three groups. The principals will designate which group is the “full process” and which groups are in the “goal statement cycle.” The groups will rotate on a three year basis. Your building principal will notify teachers no later than August 31st of the year of their PGAP status.
- 21. Q. If I have been placed in the corrective discipline process by my administrator, do I continue with PGAP?**
A. Yes, although your plan might be modified by you and your administrator.

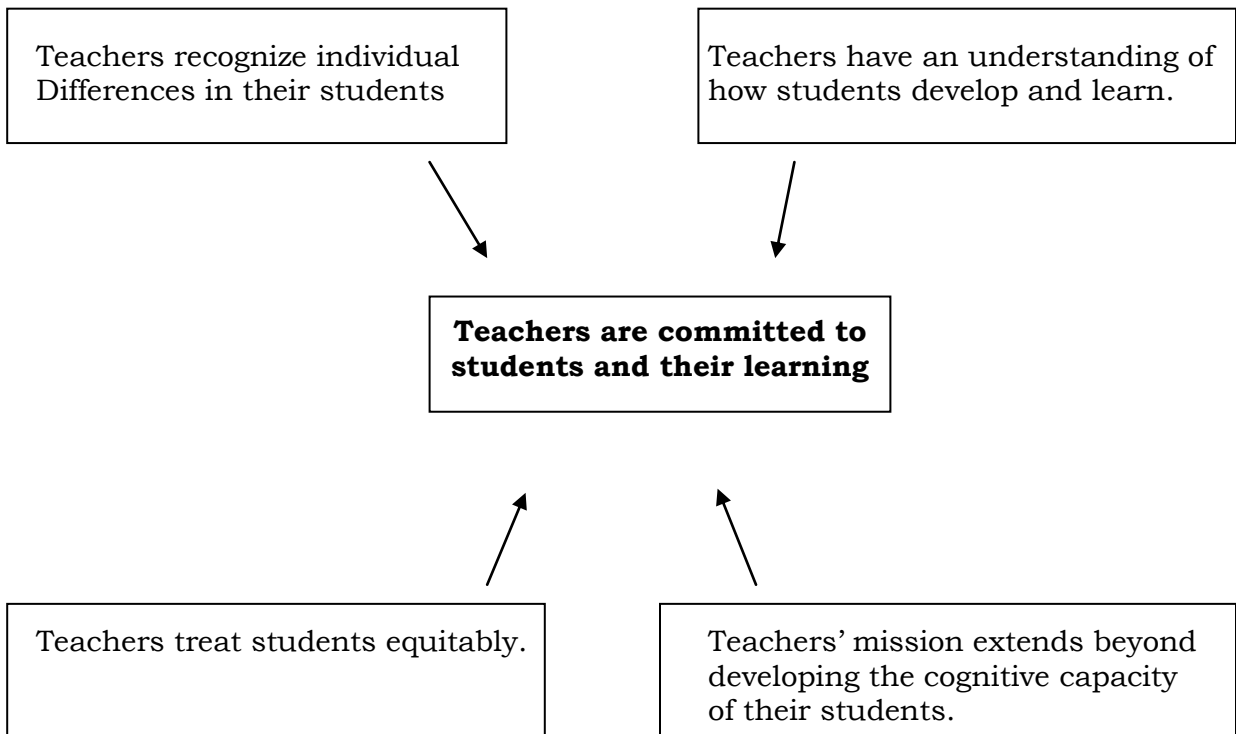
Professional Growth and Assessment Process

Handbook for Tenured Teachers

Appendix III: Teacher's Standards

Standard One:

Teachers are committed to their students and their learning.



Standard Two:

Teachers know the subjects they teach and how to teach those subjects to students.

Teachers appreciate how knowledge in their subjects is created, organized, and linked to others disciplines.



Teachers know the subjects they teach and how to teach those subjects to students.



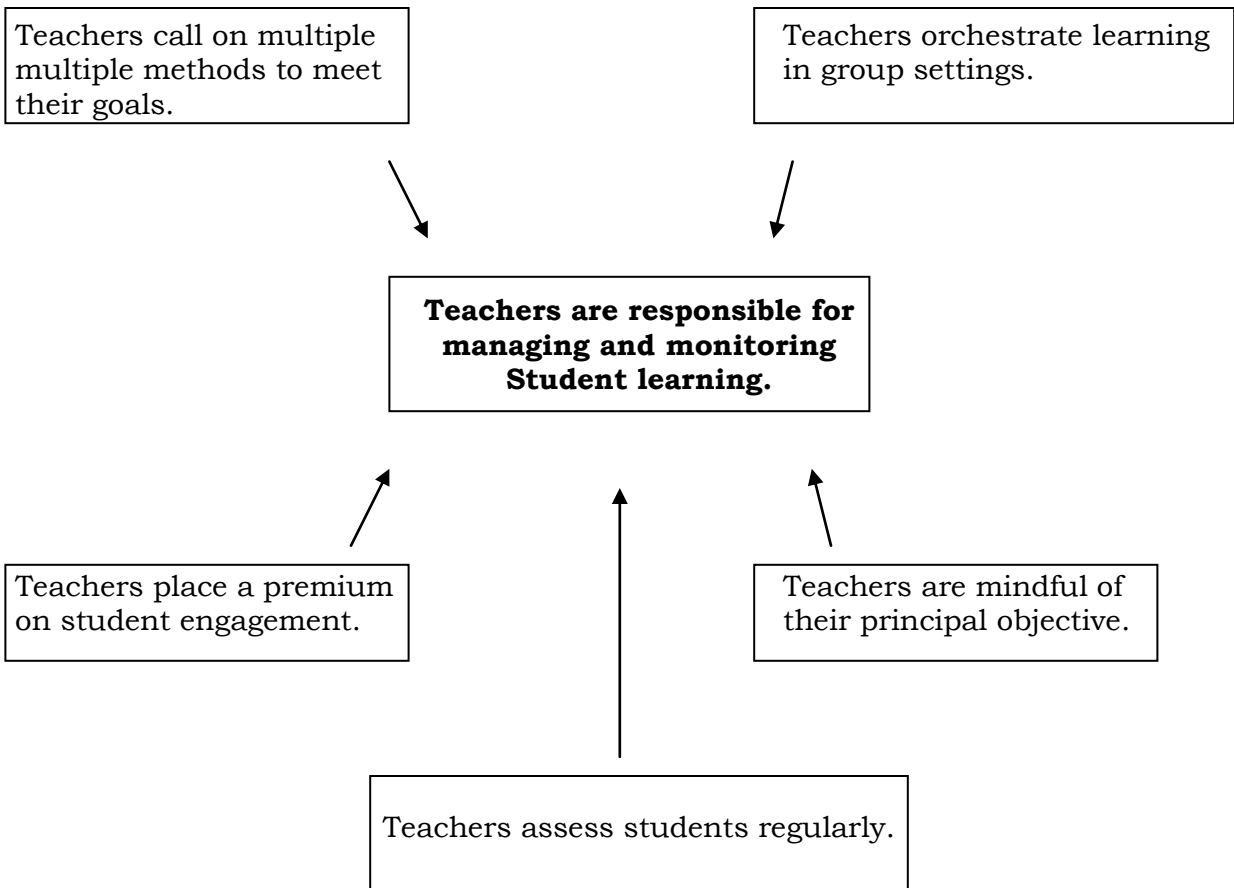
Teachers generate multiple paths to knowledge.



Teachers command specialized knowledge of how to convey a subject to students.

Standard Three:

Teachers are responsible for managing and monitoring student learning.



Standard Four:

Teachers think systemically about their practice and learn from experience.

Teachers are continually making difficult choices that test their judgement.



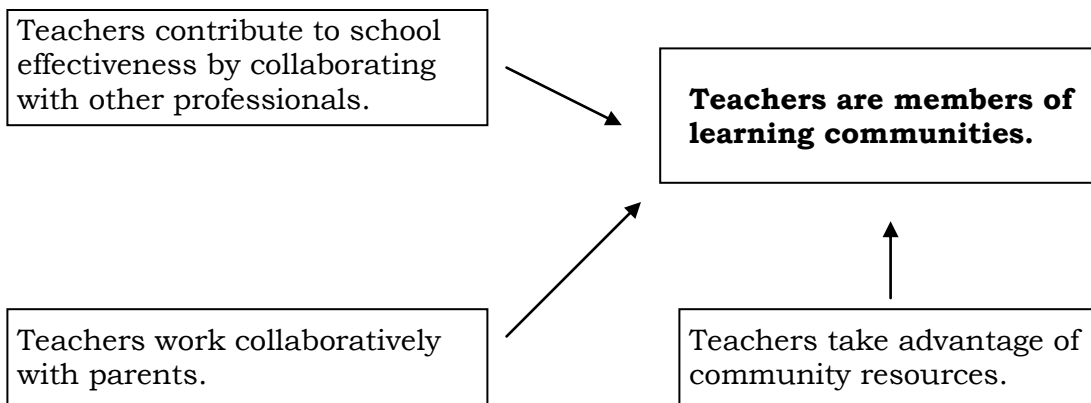
Teachers think systematically about their practice and learn from experience.



Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Standard Five:

Teachers are members of learning communities.



Professional Growth and Assessment Process

Handbook for Tenured Teachers

Appendix IV: Portfolio Guide

What is a Professional Portfolio?

A portfolio is systematic collection of artifacts and reflective entries which represents an individual's professional understanding and growth.

The portfolio has two purposes:

- 1) to provide a tool for reflecting on personal knowledge and understanding.**
- 2) to provide a concrete display of an individual's evolving instructional theory and practice.**

Your professional portfolio is a way to showcase your professional and personal growth as a learner and as teacher.

Advantage of Portfolios

Emphasis upon both process and product

Student involvement and ownership

Open-endedness and flexibility; shows uniqueness of each learner

Emphasis on goal setting and self evaluation; periodic updates in collaboration with students is vital.

Richer data than tests scores and other single assessments

They are motivating

They provide a more comprehensive picture of the individual's growth than do "typical" assessment tools.

They generate questions as well as answers

They are always individualized

They are time-consuming, but they are also worth their time

Phases of Portfolio Development

Collect

My Stuff

Select

Reflect

Rethinking Learning

Knowledge is constructed.

Learning is a process of creating personal meaning from new information and prior knowledge.

There are a great variety of learning styles.

Learning isn't necessarily a linear progression of discrete skills.

People perform better when they know they goals, see models, and know how their performance compares to the standards.

Motivation, efforts, and self-esteem affect learning.

Learning has social components. Group work is valuable.

*A Practical Guide to Alternative Assessment
A.S.C.D. Monograph, 1992*

Four Core Capacities for Building Greater Change Capacity

1. Personal vision building
 - * Examining and reexamining why we came into teaching
 - * Comes from within
 - * Exists independently from the organization

2. Inquiry
 - * Persistent questioning
 - * Engine of vitality and self-renewal

3. Mastery
 - * Means of achieving deeper understanding
 - * Expertise is central to successful change

4. Collaboration
 - * Expands learning
 - * Builds personal strengths

Michael G. Fullan
“Why Teachers Must Become
Change Agents”
Educational Leadership
March 1993

PERSONAL VISION

What do I want from my life?

What do I value?

What are my talents?

**At the end of my life, what do I
want to have accomplished?**

Professional Reflections

DESCRIBE

What am I doing?

INFORM

What does it mean?

CONFRONT

How did I come to do it that way?

RECONSTRUCT

What am I going to do now?

Smyth, John. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education*, Mar.-Apr.2-9.

Approaches to Teacher Reflection

APPROACH	FOCUS
1. <u>Technical</u>	<u>Emphasis on technique</u> <ul style="list-style-type: none">▪ What practices are and are not effective in the classroom?▪ What problems require attention?▪ What approaches can be used by the teacher to correct problem situation?▪ Is the class organized and well managed?
2. <u>Conceptual</u>	<u>Emphasis on the basis for current practice.</u> <ul style="list-style-type: none">▪ What is the espoused philosophical or theoretical basis for current practice?▪ Are the teacher's classroom practices consistent with the teacher's philosophy?▪ Does the current practice appear to foster or diminish student attentiveness to assigned tasks and learning?
3. <u>Dialectical</u>	<u>Emphasis on what ought to be</u> <ul style="list-style-type: none">▪ Is the philosophy of the teacher consistent with the needs of the students?▪ What teacher practices enhance or diminish student growth?▪ What student needs are not addressed by current teacher (and school) practices?▪ How should schools be reordered and restructured? And what must teachers do to facilitate such restructuring?

REFLECTION . . . REFLECTION . . . REFLECTION . . .

Definitions of “Reflective Teaching”

- Complex process of exploring connections among beliefs, knowledge, and teaching decisions
- A value driven process of thinking critically about what we are doing, why we are doing it that way, and what to do next.

Definitions of “Critical Reflection” / “Critical Teaching”

- A process of examining teaching and learning in a historical, cultural, and political content
- Leads to action to help people take control of their lives
- Combines theory and practice in teacher decision-making

Stages of Critical Reflection - -Smyth

- Describe . . . what do I do?
- Inform . . . what does this mean?
- Confront . . . how did I come to be like this?
- Reconstruct . . . how might I do things differently?

Impart Opportunities to Reflect

- Meetings
- Captions
- Reflective Journals

Reflective Captions - - Selection Reflections

- Brief, written statement that accompanies a portfolio entry
- Provides the audience with sufficient information to interpret what are intended to show.
- May include identification of the artifact, description of the context, explanation of significance, application to evolving goals for learning and teaching.

First Reflections: Myself as a Learner

- Describing
What do I do to learn? What do I enjoy learning? What are my preferred learning strategies?
- Informing
What does this mean? for my current learning strategies? for my future as a teacher?
- Confronting
How did I come to be like this? What stories from my past reveal my roots as a learner?
- Reconstructing
How might I do things differently?

Suggestions for Reflective Journal Writing

- Write at least three times a week, at least half a page each time
- Explore your reflections concerning your history and growth as a learner and teacher

- Record your perceptions, responses, and questions concerning impart

Possible Springboards for the Reflective Journal

- Myself as a student
- Myself as a teacher
- My Instructional Decisions
- My theories of learning and teaching
- My teaching strategies and skills
- Your choice?

WHAT WOULD A PORTFOLIO INCLUDE?

Personal mission statement:

Professional goals:

Target growth areas:

Staff development experiences:

Reflective journaling:

Data – driven assessment:

Lessons, interdisciplinary units, and other artifacts of teaching:

Letters from parents, students, administrators and colleagues:

Collaborative work – design teams, cadres, leadership opportunities, agendas and/or minutes:

Professional Growth and Assessment Process

Handbook for Tenured Teachers

***Appendix V: Initial and Reflective
Conferences***

INITIAL CONFERENCE

There are multiple purposes of the Initial Conference:

- To assist the teaching in creating a successful Professional Growth Plan.
- To work collaboratively with the teacher on creating the plan.
- To reinforce and facilitate risk taking and growth.
- To create an opportunity for the teacher and administrator to have a dialogue on educational issues.
- To identify potential barriers and create possible solutions.
- To clarify the process if needed.

The conference is **not** to be used for judgmental or evaluative purposes.

GUIDED QUESTIONS

The following are examples of possible questions that the administrator may want to consider using in the Initial Conference to facilitate the process. These questions are not exhaustive nor do they have to be utilized. There is no order of importance to the suggested questions.

1. Share with me why you chose this particular goal(s)?
2. Why are you using this particular menu item(s) to meet the goals?
3. Are you working collaboratively with another teacher to meet your goal(s)?
4. How will you know that you successfully attained your goal(s)?
5. Have you thought of any potential barriers that would interfere in you successfully meeting your goal(s)?
6. Is this goal(s) going to help you meet the standard?
7. Is your goal(s) clear, simple, attainable, measurable and observable?
8. How can I assist you in attaining this goal(s)? Do I have a role?
9. Are you satisfied with your plan?
10. Is this process too cumbersome for you?
11. How would you like to validate your success at the end of this process?

REFLECTIVE CONFERENCE

The intent of the Reflective Conference is to bring some closure to the activity for the teacher and process. It is an opportunity for the teacher and the administrator to examine objectively the growth and change(s) that took place in a collegial manner. Lastly, it is the opportunity for the teacher to celebrate his/her growth with another person.

REFLECTIVE QUESTIONS:

The following are examples of reflective questions a principal may want to use to assist in creating a dialogue with the teacher. It is the intent to utilize questions that assist the teacher in taking a reflective look at one's own practices and beliefs not to ask questions for judgment sake. These questions are not exhaustive nor do they have to be utilized at all. They are not in order of importance, they are only a guide.

1. Share with me the essential features of your Professional Growth Assessment Plan as it relates to the standards.
2. Reflect on the process and share with me what you feel good about because of this experience.
3. Have you altered any of your beliefs through this process, if so which ones?
4. Has anything else changed because of this experience? If so what?
5. In what way do you look at students differently? In what way do students look at you differently?
6. In what ways do you look at the teaching process differently?
7. In what ways do you work differently with your colleagues? Students? Be specific.
8. Should what you have learned be shared with others, if so how?
9. What is next? How are you able to integrate what you have learned in to your classroom or teaching assignment?
10. How would you like your work validated? How should we do this?

Professional Growth and Assessment Process

Handbook for Tenured Teachers

Appendix VI: Menu Descriptions

MENU DESCRIPTIONS FOR ASSESSMENT

Professional Development:

WORKSHOPS: Attend workshops related to the standard being assessed. Use the strategies or theories presented to help you demonstrate the standards in your classroom. The quality of the workshop and subsequent implementation should override the quantity of workshops attended.

COLLEGE COURSES: Attend classes that are related to the standard being assessed. Relate the knowledge you gained to the standard. Use the strategies or theories you have learned from the course.

STAFF DEVELOPMENT ACTIVITIES: Participate in a variety of staff development activities related to the standard. Implement learned strategies in your classroom.

TEACHER PERCEIVER INTERVIEW: The TPI is an individually administered, structured interview composed of 60 open-ended questions. The interview questions were designed to permit individual self-expression with regard to different job defined as a recurring and consistent pattern of life themes. A life theme is defined as a recurring and consistent pattern of thought, feeling, or behavior. A person is an aggregate of many themes. We can better understand and predict job-related behaviors of individuals through a study of their themes. This must be administered by a trained administrator.

TEACHER RESEARCH: Design and conduct research pertaining to the standard. A plan to present the results and the evaluation of the research should be part of this option.

PROFESSIONAL DEVELOPMENT INTERVIEW: The PDI is a unique way for growth facilitators/administrators to initiate and develop relationships with co-workers. It provides a structure for building a productive, mutually satisfying working relationship through which a person's talents can be developed. (Talent x (relationship = expectations = reward) = Growth.

COLLABORATIVE EFFORTS:

PRESENTATION: Demonstrate to your colleagues or principals (at a faculty, cluster, grade level meeting), the new knowledge and skills you have acquired. This may include but not be limited to a new technology or instructional application that is creative and applies to the standard.

PROJECT BASED ASSESSMENT: Create and carry out a project which demonstrates that the standard is being addressed. Teachers then study their work and demonstrate, within the confines of the project, the essential characteristics of their practice. This can be an individual or group option.

PEER COLLABORATION: This model allows colleagues to learn from one another about effective teaching and about other practices which contribute to high quality student learning and growth. Feedback is given to enhance teaching skills which positively affect student outcomes. The group collectively reflects on their work. Individual teacher reflection, based upon feedback given, provides data on which to focus for individual growth. Teachers may want to develop a team approach. This might include documentation of plans, examples of implementation, and a discussion of results.

VISITATION: The sharing of effective teaching which contributes to quality student learning and growth, through visitation of other learning environments. Observation, feedback and reflective discussion take place within a variety of settings both in and out of school.

ADMINISTRATIVE COLLABORATION: Actively work with an administrator on standard. This may be accomplished by collaborating on design and activities for the plan, providing supportive evidence, coaching, etc.

WORKSHOP PRESENTER: Design, develop, and present professional development workshop(s) for your school, district, state, or national meetings. This can be done in collaboration with another teacher or group of teachers.

COMMUNITY COLLABORATION: Interaction between school and local communities intended to enhance the quality of learning for student. This may be accomplished through partnerships, mentoring, community service projects, interviews, parent involvement, etc.

COMPREHENSIVE GROUP PROCESS: Allows an already established group to engage in a comprehensive professional development process which reaffirms commonly held beliefs about teaching through a process of collegial reflection, individual goal setting, student centered action and observation connected with the standard.

PEER COACHING: Teachers collaborate by observing their colleague demonstrate their expertise in a chosen area in the classroom. This is done in a collegial atmosphere through observation, feedback and reflective discussion.

STUDENT SAMPLES:

STUDENT SURVEY: Design and use a student survey that is directed toward the standard. Interpret student feedback to establish evidence for the need to change or maintain current educational practices.

SAMPLES OF STUDENT WORK: The samples presented should show evidence of meeting the standard. This may differ from or be part of a portfolio but should be structured to clearly present the intended objective.

STUDENT PERFORMANCE: Schedule an observation of the students and teacher engaged in an activity addressing the standard. This may include but not be limited to principal/teacher observation, student competitions and performances, developmental portfolios, etc.

ARTIFACTS

NARRATIVE: This option is a written description of what you are doing in your classroom to work toward the standard, the results of your efforts, and their meaning. This narrative should be delivered in such a way as to demonstrate that a great deal of thought was applied toward the objective.

VIDEO: Videotaping classroom activities that show how you are striving to attain or have met the standard. Record instances of excellence when a carryover of learning has occurred. You may wish to edit a variety of activities which depict the carryover of learning and its relation to the standard.

VITAE: This is an in-depth resume that embodies the standard and includes information showing course work and activities related to the standard.

PORTFOLIO: A portfolio a self-appraisal process. It is a thoughtful, purposeful collection of classroom and professional artifacts that describes and documents the work successes and failures of an individual or group of individuals. It is a process as well as a product. It can be used for purposes of critique, providing feedback on the work and growth of an individual, and - - most importantly - - to bring meaningful order to a broad range of items in a teacher's professional life.

OTHER: Design your own. This option is subject to approval by your supervisor. This could include, but is not limited to, a formal observation.

