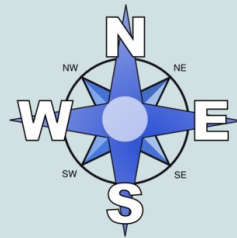


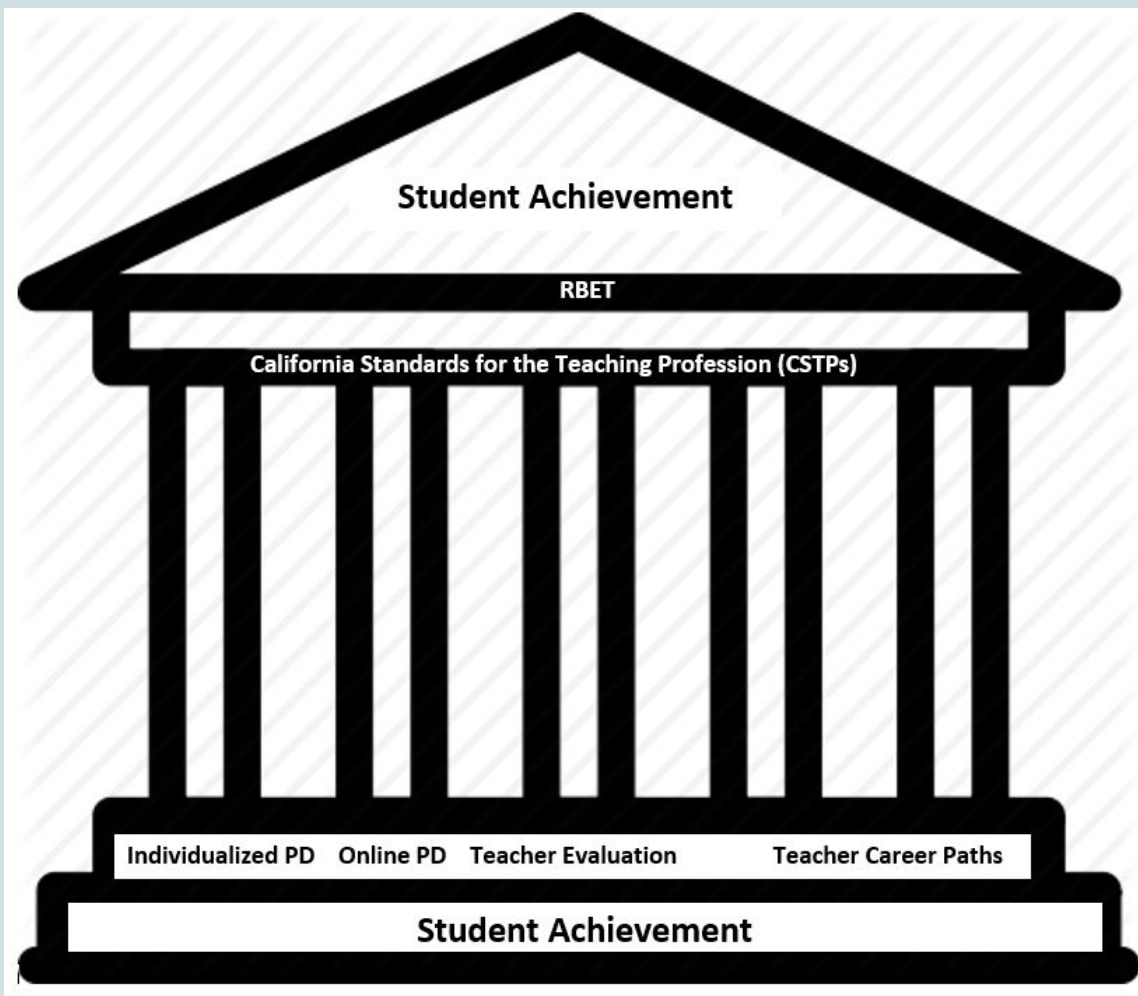
RBET

Review Board for Excellence in Teaching

Why we need change?

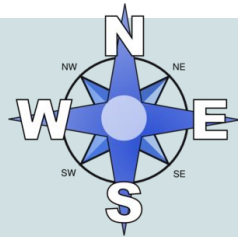
- Recruit and retain the best teaching faculty
- Acquire the knowledge, skills, strategies, and concepts needed
- Support both the individual's personal development and supports their current and/or future assignments.
- Growth Mindset and Model the Idea of Lifelong Learning





California Standards for the Teaching Profession

- 1: Engaging and Supporting All Students in Learning**
- 2: Creating and Maintaining Effective Environments for Student Learning**
- 3: Understanding and Organizing Subject Matter for Student Learning**



California Standards for the Teaching Profession

4: Planning Instruction and Designing Learning Experiences for All Students

5: Assessing Students for Learning Standard

6: Developing as a Professional Educator

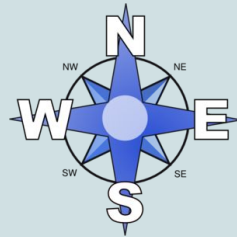


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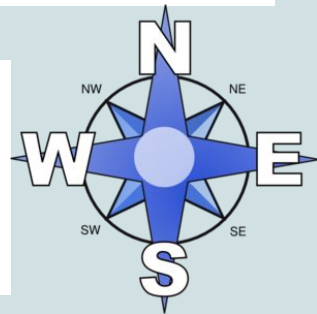
[Teacher Evaluation](#)

[Teacher Career Paths](#)

[What we need from the district?](#)

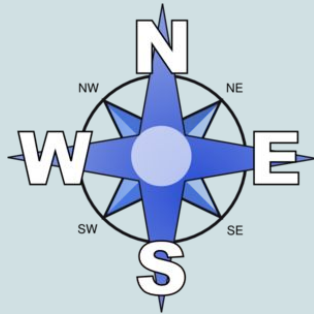
[Where we go from here?](#)

Click on this icon to be taken back to this table to find the information that you are looking for.



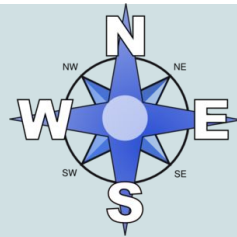
Individualized Professional Development

Professional Growth and the Individual



The Importance of Professional Development

*Excellent teaching requires knowledge, skills, artistry, passion, and commitment. It requires both a deep understanding of the knowledge base that supports the profession and a vigorous commitment to a set of professional responsibilities and obligations. - **From the California Standards for the Teaching Profession***



Individualized Professional Development - Intro

Areas of Focus for this Process

**1st and 2nd year
probationary teachers and
interns**

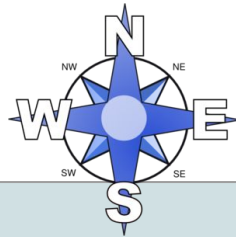
**Permanent Teachers
with satisfactory status
on the most recent
evaluation**

**Permanent Teachers
with one or more 'Need
to Improve' on most
recent evaluation**

**Developed in conjunction
with certificated
administrator, TIP Provider,
LUSD Master/Model teacher
and employee**

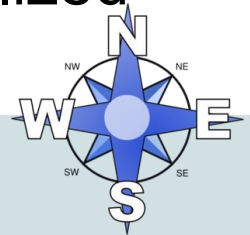
Developed by teacher

**Developed in
conjunction with
certificated
administrator and
teacher**



Individualized Professional Development (IPD)

- Teachers develop an IPD Growth Plan depending upon their needs and the site/district needs.
- Opportunities include accredited college courses, independent study, online courses, district-offered professional learning courses, site-based professional learning, and book study.
- Each certificated teacher will develop an individualized program of professional growth activities.



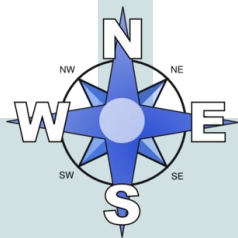
Online Individualized Professional Development

Why? Three things that keep teachers from participating in Professional Development:

- Schedule Conflicts
- No Incentives
- Lack of Time

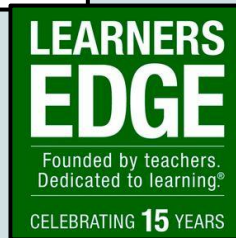
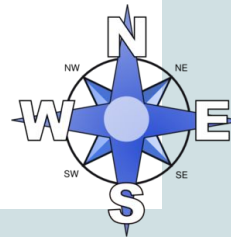
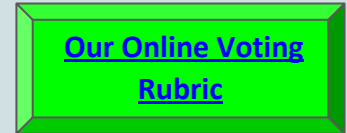
Criteria for Selection of Online Solution:

- College Credit
- Proof of Completion
- Linked to CSTP's
- Variety of Content
- Ease of Use / Engaging



Online Individualized Professional Development

- Narrowed down a list of 10 products to four finalists.
- Presentations by these finalists
- Rubric scoring of each product
- Finalist recommendation presented to whole RBET committee
- Unanimous vote from RBET Committee

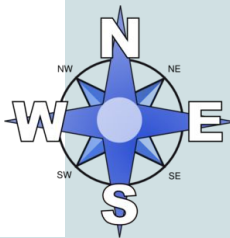


Online Individualized Professional Development

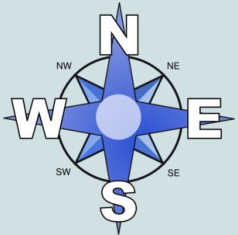
Association for Supervision and Curriculum Development

Highest Score based on our
Rubric and presentation to
whole group.

This was unanimously
voted as our selection

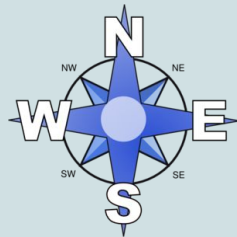


Questions about IPD



Teacher Evaluation Process

Working Toward Excellence

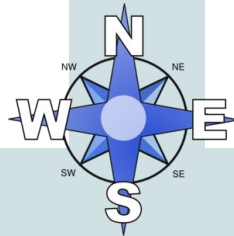


Teacher Evaluation System

Our Evaluation System and Professional Development Process will both align to the CSTPs.

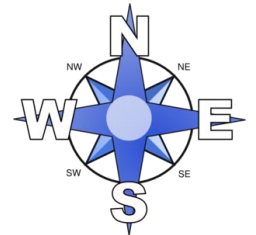
Criteria for Evaluation System

- **CSTP Based**
- **Efficiency**
- **Uniformity/Consistency**
- **Meaningful**
- **Calibration of Rubrics/Evals**
- **Online Entry**
- **Immediate Feedback**
- **Retain Data**



Recommended Changes to Teacher Evaluation

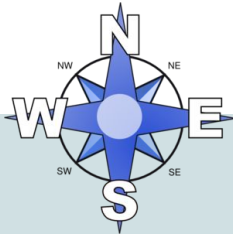
- **Performance Matters/TALENT ED**
 - Online platform to hold evaluation forms, collect data, store professional development
 - ASCD PD Online
- **Professional Goal Setting**
- **Pre & Post Conference Forms**
- **Observation Form**
- **Summary Evaluation Form**
- **Flowchart**



Individual Goal Setting Form

1. Teacher selects one **CSTP standard, or sub-element, from 1-5** and **create a goal with an associated action plan**
2. Teacher selects one **additional goal** for Professional Growth in Standard 6
3. Administrator will develop a goal based on the CSTPs and the teacher will create an action plan

*Two CSTP goals, may be a sub-element, and one professional development goal



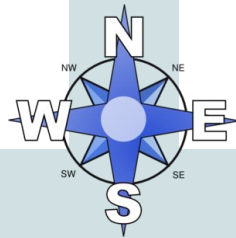
Pre & Post Observation Conference Guides

Pre-Observation Conference Guide-

document used to guide the discussion with the teacher and administrator prior to a scheduled observation. Goals should be discussed at this time.

Post-Observation Conference Guide-

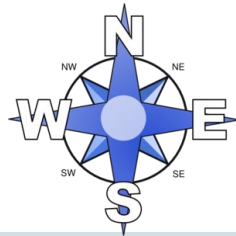
document that leads the discussion between the administrator and teacher during the post observation conference, focusing on which CSTP were observed. The goals and ratings of the teacher, based on the CSTP rubric will be discussed as well.



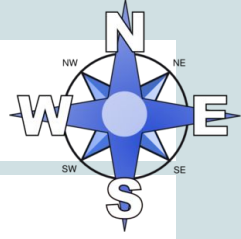
Observation Form

Document used by administrators to record what was observed in the classroom, focusing specifically on the CSTPs.

1. UNSATISFACTORY
2. EMERGING
3. APPLYING
4. INTEGRATING
5. INNOVATING



Summary Evaluation Form



- Document used by admins to summarize end of the year performance based on the CSTPs observed throughout the school year.
 - Teacher given an end of the year performance rating based on the CSTP rubric.
- 6 sections= CSTPs
 - List of all Six CSTP
 - 5 levels aligned to the observation form
 - Each section has a rubric for all 5 levels
 - Each section has possible indicators as examples in order to create consistency.

Continuum of Teaching Practice – Standard 1

Engaging and Supporting All Students in Learning

Elements	Unsatisfactory / No Evidence	Emerging	Applying	Integrating	Innovating
1.1 Using knowledge of students to engage them in learning.	<ul style="list-style-type: none"> Insufficient / No Evidence of using knowledge of students to engage them in learning. 	<ul style="list-style-type: none"> Some does students throughout provided by the school and/or through their own interests. 	<ul style="list-style-type: none"> Use data from a variety of formal and informal sources to inform about students and guide selection of instructional strategies to meet diverse learning needs. 	<ul style="list-style-type: none"> Use data from multiple resources to make adjustments to instruction and meet individual identified learning needs. 	<ul style="list-style-type: none"> Use comprehensive knowledge of students to make ongoing adjustments and accommodations to instruction.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.	<ul style="list-style-type: none"> Insufficient / No Evidence of Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests. 	<ul style="list-style-type: none"> Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning. 	<ul style="list-style-type: none"> Use school resources and family contacts to support understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning. 	<ul style="list-style-type: none"> Integrate broad knowledge of students and their connections to inform instruction. 	<ul style="list-style-type: none"> Develops and systematically uses sensitive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests.
1.3 Connecting subject matter to meaningful, real-life contexts.	<ul style="list-style-type: none"> Insufficient / No Evidence of connecting subject matter to meaningful, real-life contexts. 	<ul style="list-style-type: none"> Uses multiple connections during instruction as identified in curriculum. 	<ul style="list-style-type: none"> Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' families and communities. 	<ul style="list-style-type: none"> Integrate connections to meaningful, real-life contexts in planning subject matter instruction and in response during instruction to engage students in relating to subject matter. 	<ul style="list-style-type: none"> Supports students in actively making connections to relevant, meaningful, and multiple contexts throughout subject matter instruction.

Summary Evaluation Form Example



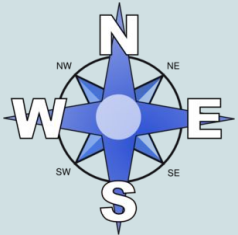
Continuum of Teaching Practice – Standard 1

Engaging and Supporting All Students in Learning

Elements	Unsatisfactory / No Evidence	Emerging	Applying	Integrating	Innovating
<p>Use a variety of formal and informal sources, and technologies to meet students' diverse learning needs.</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection.</p> <p>1.6 Monitoring student learning and adjusting instruction to facilitate learning.</p>	<ul style="list-style-type: none"> Insufficient / No Evidence of using a variety of instructional sources, resources, and technologies to meet students' diverse learning needs. 	<ul style="list-style-type: none"> Use instructional strategies, resources, and technologies as possible within school and/or district to meet students' diverse learning needs. 	<ul style="list-style-type: none"> Utilize a variety of strategies including culturally responsive pedagogy resources, and technologies during ongoing instruction to meet students' diverse learning needs. 	<ul style="list-style-type: none"> Create, adapt, and integrate a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs. 	<ul style="list-style-type: none"> Refines the flexibility of assessment practices of strategies, resources, and technologies to meet students' diverse learning needs.
	<ul style="list-style-type: none"> Insufficient / No Evidence of promoting critical thinking through inquiry, problem solving, and reflection. 	<ul style="list-style-type: none"> Asks questions that focus on factual knowledge and comprehension. 	<ul style="list-style-type: none"> Guide students to recall, interpret, and think critically through use of questioning strategies, posing problems, and reflection on multiple perspectives. 	<ul style="list-style-type: none"> Supports students to initiate critical thinking through developing questions, posing problems, and reflecting on multiple perspectives. 	<ul style="list-style-type: none"> Facilitates a promotes opportunities for students to apply critical thinking by designing structured inquiry into complex problems.
	<ul style="list-style-type: none"> Insufficient / No Evidence of monitoring student learning and adjusting instruction to facilitate learning. 	<ul style="list-style-type: none"> Implements lessons following curriculum guidelines. 	<ul style="list-style-type: none"> Make ongoing adjustments to instruction based on observations, student engagement and regular checks for understanding. 	<ul style="list-style-type: none"> Adjusts strategies during instruction based on ongoing monitoring of individual student needs for extension, support, or challenge. 	<ul style="list-style-type: none"> Makes adjustments to instruction opportunities and provide assistance to students to maximize the extent, quality and effectiveness.

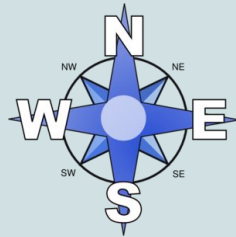
CSTP 1: Engaging and Supporting All Students in Learning

Questions about Teacher Evaluation Process



Teacher Career Pathways

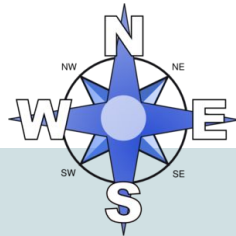
Model/Master/Specialist (MMS)



Teacher Career Paths Program

We as an RBET Committee are still in the process of working on the application process of the Specialist, Model, and Master Teacher positions.

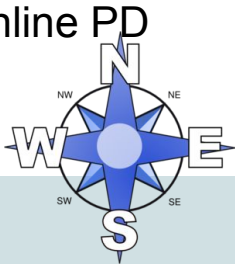
Here are the job descriptions based on what was outlined in the MOU and the committees recommendations.

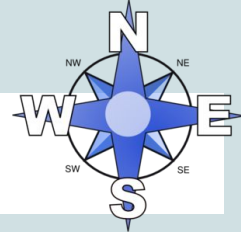


Teacher Specialist

Teacher Specialists are highly qualified, highly trained teachers in a specified area who work to develop and deliver professional development to teachers.

- Maintain confidentiality
- 3 additional work days per school year for planning and implementation
- Be available to administrators to plan and implement PD
- Develop and deliver professional development based on district/school needs that are relevant. It must be approved by the PD department in the timeline set forth.
- Minimum of 2 per quarter
- Post reflection on each PD delivered
- Become Familiar with the district online PD





Model Teacher

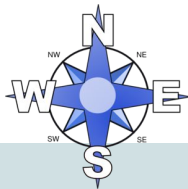
Model Teachers are highly qualified, highly trained teachers who work with the site administrator and Master Teachers to provide support for teachers on improvement plans and advise/train new teachers.

- Maintain confidentiality
- 4 additional work days per school year for planning and implementation
- Be available to administrators and/or Master Teachers to plan and implement PD
- Advise/ train new teachers
- Support teachers on Improvement Plans
- Develop and deliver professional development based on district/school needs that are relevant
- Minimum of 2 per quarter
- Post reflection on each PD delivered
- Become Familiar with the district online PD
- Upload 1 recorded lesson quarterly into the Professional Development Library
- Notify the PD Coordinator of upcoming lessons that may be of interest

Master Teacher

Master Teachers are highly qualified, highly trained educators who work with site administrators to develop and train other teachers.

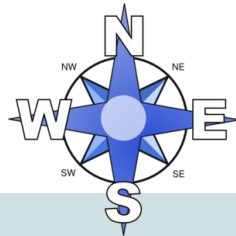
- Maintain confidentiality
- 6 additional work days per school year for planning and implementation
- Be available to administrators and/or Model Teachers to plan and implement PD
- Advise/ train new teachers
- Support Model Teachers
- Develop and deliver professional development
- Minimum of 1 hour per quarter during a staff meetings
- Post reflection on each PD delivered
- Become Familiar with the district online PD
- Upload 2 recorded lessons quarterly into the Professional Development Library
- Meet with administrator(s) prior to the school year to develop a professional development plan
- May seek/enroll in additional training during the summer and/or school year if necessary
- Housed at a site with 20 or more teachers



MMS Teacher Individualized Professional Development (IPD) Utilization Process

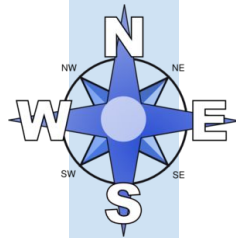
MMS Teachers will be utilized for IPD through:

- **Peer observations,**
- **Classroom demonstrations**
- **Trainings**
- **Presentations**

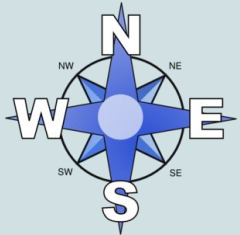


MMS IPD Utilization Process (Cont.)

- Admin may require a teacher who is placed on a PIP to visit an MMS Teacher's lesson.
- MMS Teachers will be available one time per month to conduct lessons in others' classrooms.
- MMS Visitation Reflection Form is due after visit to the MMS Coordinator within one week.
- Copy forwarded to both site admins involved and RBET Committee.

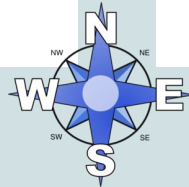


Questions about the Teacher Career Pathways

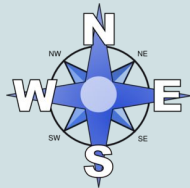


Where We Go From Here

- Question on number of each of the types of teachers
 - Criteria for applicants
 - This is a living process that needs to be reviewed in its entirety before full implementation
- Increase Communication between RBET, Board, and Stakeholders



Final Thoughts and Questions about Process



In Depth Information and Materials

Click on the Icon below for materials, research, resources, and a further information on the steps in this process.

