

Teacher Professional Learning and Effectiveness System

Poway
Unified School
District



June, 2018

TPLES Feedback from Participants & Looking forward to 2018-2019!

PUSD teachers participating in TPLES this year have provided feedback on the process based on their participation this year.

We had 225 teachers respond to the survey. Of that group, 149 of the teachers participated in the Traditional Format of TPLES and 76 teachers were participating in the Alternative Evaluation Format of TPLES. The responses were evenly distributed across elementary, middle and high school levels.

All comments are being compiled and prepared for our TPLES Advisory Board to review. While most comments were positive and provided real insight into the work the teachers engaged in this year, there is always room for improvement and revisions.

Teachers who participated in the TPLES TLC thought the discussion board sharing was valuable and appreciated the sharing of resources that organically happened on that discussion board. Suggestions from teachers included the need for more support in finding other resources to support their SLO/PLO work. Some comments included a request to simplify the paperwork. This feedback and more will be included on the June TPLES Advisory Board Agenda as we finalize plans for next year.

Based on feedback from teachers and administrators, and to build capacity across the district, the Learning/Conversation Walks will continue at school sites with a

focus on culturally proficient instructional strategies and student task. On the reverse of this newsletter is additional information and feedback taken directly from the teacher survey and some previews of what you can expect from TPLES next year.

Have a wonderful, relaxing summer and we will see you in August with more details.

I was able to complete a peer observation, and I learned something new from being in my colleagues' classroom. It was a valuable use of my time, and it had a positive effect on my instruction.

Teacher participating in TPLES

Teachers were asked if participation in TPLES provided them with opportunities for professional learning:

“This practice forces teachers to collaborate and work on areas that may be areas of weakness. It makes us accountable for staying up on new practices and maintaining our professional expertise. This process helps us venture out and take risks knowing that we have people to fall back on and help us rather than just judging or looking for fault. It builds trust in our colleagues and raises teachers to the next level of professionalism. For the future of teaching it's an opportunity to influence and assist the next generation of teachers to become their Professional best.”

“I enjoyed the collaboration with other teachers. Discussing our views and interpretations of the material set forth. Thank you for the opportunity to grow in my profession and fulfilling my evaluation requirements at the same time.”

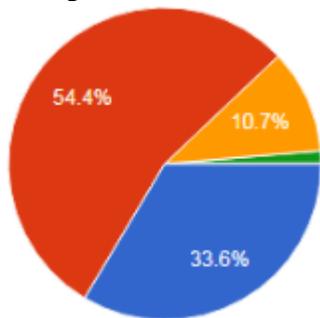
Coming Attractions from TPLES:

- TPLES Site Leaders will be available on all school sites during the 2018-2019 school year
- Opportunities to earn TLC credits and utilize your FLEX hours for TPLES sessions will continue
- Alternative Evaluation Format continuing to be revised to consider credit for National Boards and Extensive TLC work in a specific area as the evidence for evaluation
- Professional Learning for Administrators will continue as new administrators are provided with Targeted Feedback Institute sessions and all administrators will continue to participate in a SDCOE facilitated version of Learning/Conversation walks to support our commitment to calibrating expectations district wide

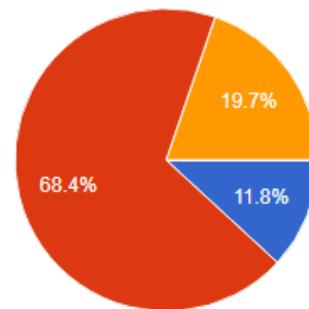
While we are pleased with the number of teachers who viewed the TPLES process as an opportunity for Professional Learning and having a positive impact on their practice, we have concerns about the teachers who felt this process had no impact on their professional learning. (See graphic below.) We will be taking a closer look at suggestions and comments to see how we can continue to improve this process for all of our teachers.

Participants were asked: Please select the statement that reflects your belief on the extent to which participation in the TPLES process provided you with opportunities for professional learning and impact on your practice.

Of those that participated in traditional evaluation (149 teachers), 88% (131 teachers) of teachers felt it had a positive impact on their professional learning and practice, 11% (16 teachers) felt it had no impact and 1% felt it had a negative impact.



Of those that participated in alternative evaluation (76 teachers), 80% (61 teachers) felt it had a positive impact on their professional learning and practice, 20 % (15 teachers) felt it had no impact.



Teacher Professional Learning and Effectiveness System Advisory Board Members

James Jimenez, Associate Superintendent of Personnel

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Miguel Carrillo, Principal, Meadowbrook Middle School

Mark Atkins, Principal, Shoal Creek Elementary School

Cindy DeClercq, Director, Learning Support Services

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