

Granite Professional Growth and Evaluation (PG&E)

Board of Education Study Session

May 16, 2023

Strategic Plan and the PG and E Process

Priority: Talent Development

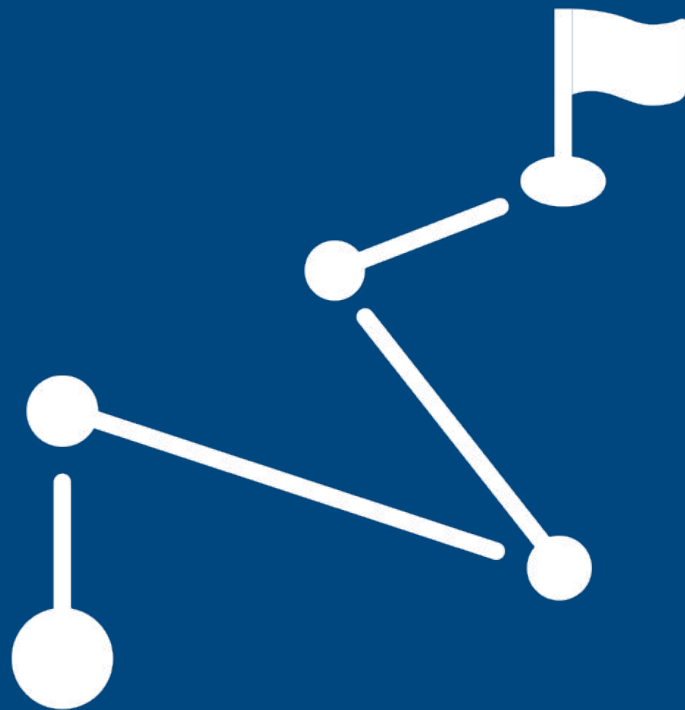
- Objective 3: Performance Evaluation
 - Action: Facilitate Continuous Improvement
 - Action: Enhance Performance Evaluation System
 - Action: Improve Consistency and Congruence
 - Action: Invest in Coaching



| <u>Priority</u> Talent Development | | |
|--|--|--|
| <u>Objective</u> Recruitment and Retention | <u>Objective</u> Professional Learning | <u>Objective</u> Performance Evaluation |
| <u>Measures of Progress</u> 1. Teacher Retention 2. Licensure 3. Filled Positions | <u>Measures of Progress</u> 1. Professional Growth and Evaluation Plan completion 2. Lane change completion 3. School Continuous Improvement Plan Outcomes 4. Professional Learning Communities (PLC) effectiveness survey | <u>Measures of Progress</u> 1. Professional Growth and Evaluation Plan completion 2. School Continuous Improvement Plan outcomes |
| <u>Actions</u> 1. Provide new administrator support 2. Provide new teacher support 3. Conduct Alternate Pathway to Professional Educator License (APPEL) 4. Prioritize Competitive Compensation 5. Develop recruitment activities 6. Conduct climate surveys | <u>Actions</u> 1. Align professional learning model and opportunity map 2. Conduct administrator professional learning events 3. Develop educator professional learning events 4. Invest in coaching 5. Support Professional Learning Communities 6. Facilitate continuous improvement | <u>Actions</u> 1. Enhance the performance evaluation system 2. Improve consistency and congruence 3. Invest in coaching 4. Facilitate continuous improvement |

Objectives

- Understanding the purpose and process of PG&E.
- Understanding on how PG&E interrelates with both capacity building and with correction.



Professional Growth

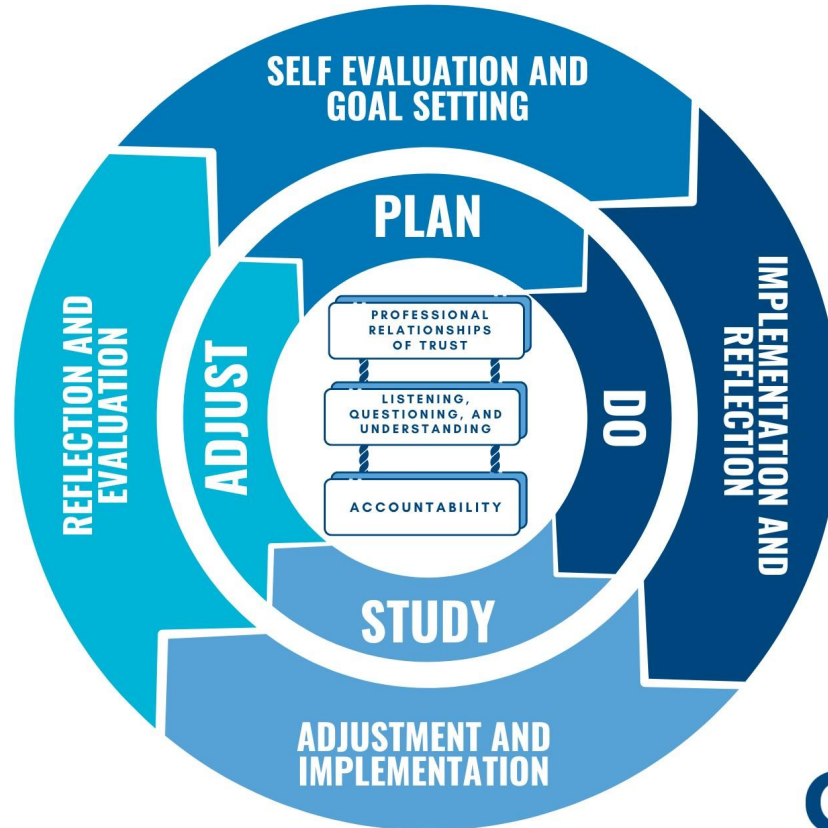
- Meaningful Process
- Guide Growth
- Feedback on Practice



& Evaluation

- USBE Rule - Administrative Code R277-533
 - Standards
 - Rubric of Performance
 - Multiple Measures
 - Professional Performance
 - Student Growth
 - Stakeholder Input

PG&E - Continuous Improvement





FEEDBACK CONTINUUM



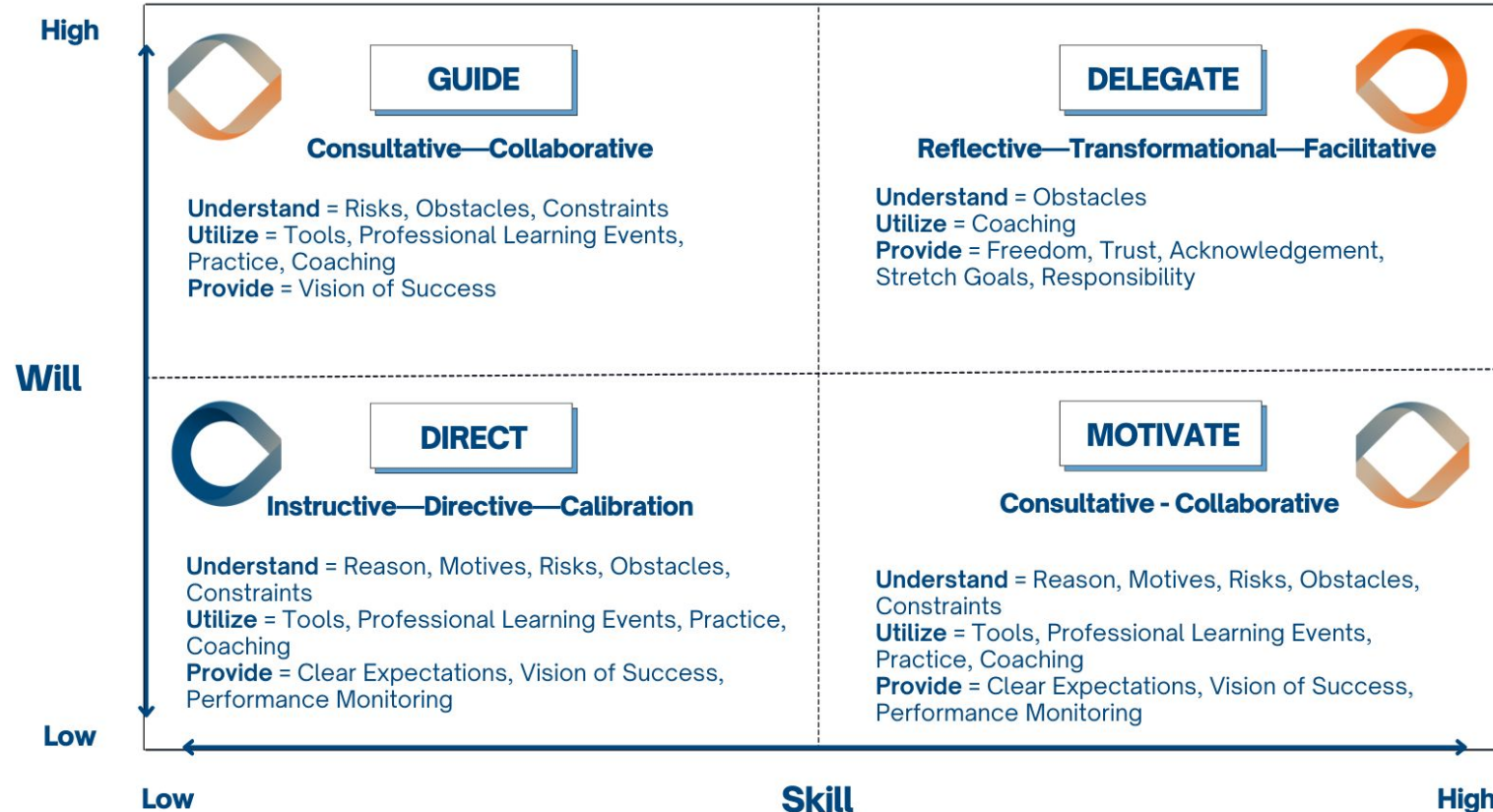
| | |
|----------------------------------|-----------------------------------|
| Learning Partner Responsibility | Learner Responsibility |
| Low Cognitive Demand for Learner | High Cognitive Demand for Learner |
| External Information Gain | Internal Knowledge Gain |
| Instructional - Doing | Facilitative - Being |
| Behaviors Focused | Beliefs Focused |



Feedback Techniques

- Professional Relationships of Trust
- Listening
- Questioning
- Understanding
- Accountability

Skill vs. Will Quadrants Feedback Continuum



PG&E - Beginning of Year

- Self-Assessment
- Beginning of year meeting with supervisor
 - Coaching Techniques: Relationship of Trust, Listening, Questioning
- Create goals in collaboration with your administrator and related to the self-assessment
 - Coaching Techniques: Relationship of Trust, Listening, Questioning
- Determine lines of evidence
 - Coaching Techniques: Understanding, Accountability



FEEDBACK CONTINUUM



| | |
|----------------------------------|-----------------------------------|
| Learning Partner Responsibility | Learner Responsibility |
| Low Cognitive Demand for Learner | High Cognitive Demand for Learner |
| External Information Gain | Internal Knowledge Gain |
| Instructional - Doing | Facilitative - Being |
| Behaviors Focused | Beliefs Focused |



PG&E - Mid Year

- Educator reflects on progress of the goals and enter response into Frontline.
- Educator determines if additional support is needed.
- Supervisor provides feedback and offers additional supports if needed.
 - Multiple Measures



FEEDBACK CONTINUUM



| | |
|----------------------------------|-----------------------------------|
| Learning Partner Responsibility | Learner Responsibility |
| Low Cognitive Demand for Learner | High Cognitive Demand for Learner |
| External Information Gain | Internal Knowledge Gain |
| Instructional - Doing | Facilitative - Being |
| Behaviors Focused | Beliefs Focused |



PG&E - End of Year

- Compile data and lines of evidence
 - Coaching Techniques: Understanding & Accountability
- Review and conference with the educator
 - Utilize Granite Coaching Techniques and Feedback Continuum
- Completion of Summative or Formative Evaluation Summary
 - Summative = first 3 then every 5
 - Formative = all other



Corrective Discipline

- Utah Code 53G-11-501
- Directive - Instructional
- Due Process
- Appeal Rights





FEEDBACK CONTINUUM



Corrective Action Progression

- School Level Warning
- District Level Warning
- Referral to Assistant Superintendent (Short of Termination)
- Referral to Assistant Superintendent (Possible Termination)

Note: No right to any one level



Due Process - Utah Code 53G-11-501

- Contract and career employees have a property interest in continued employment
- Cannot deprive property interest w/out due process
- Districts must comply with general due process principles, laws, and contracts (state code, administrative rules, and negotiated agreements)
- Corrective discipline is progressive and follows standard sequence based upon past practice and severity of the conduct.



Repeat the *Corrective Process* (shown on subsequent pages) for each level of correction

School Level Warning

Letter filed at the school



Repeat the *Corrective Process*

Attend Ask

District Level Warning

Letter filed in the Human Resources Personnel File



Repeat the *Corrective Process*

Attend Ask

Referral to Assistant Superintendent

Letter filed in the Human Resources Personnel File – Possible Final Warning, Suspension, Termination

Correction Short of Termination



Repeat the *Corrective Process*

Attend Ask

Referral to Assistant Superintendent

Letter filed in the Human Resources Personnel File – Possible Termination

| <i>Corrective Process</i> |
|--|
| Provide Expectations |
| |
| Incident or Issue |
| <i>If the allegation is sexual or criminal, do not investigate. Call Policy & Legal Services and Granite Police.</i> |
| |
| Gather Information |
| Contact Your Leadership and Improvement Director |
| Share Awareness of the Incident/Issue with Individual |
| Ask for a Written Explanation |
| Carefully Consider the Written Explanation with the Information Gathered |
| Determine the Course of Action with the Leadership and Improvement Director |
| <i>Investigate Further – or- Not Sufficient Evidence-or- Informal Correction-or-Issue Discipline</i> |
| Attend Ask |
| Issue Discipline |

Corrective Action

Granite School District Board Policy - Article IX.A.4.c

- Improper Conduct
- Neglect of Duty
- Insubordination
- Failure to Perform Duties
- Excessive Absenteeism
- Incapacity due to Mental or Physical Disability
- Provisional Teachers - Any Reasonably Appropriate Reason



Process for Conduct Incident/Issue

| <i>Corrective Process</i> |
|--|
| Provide Expectations |
| |
| Incident or Issue |
| <i>If the allegation is sexual or criminal, do not investigate. Call Policy & Legal Services and Granite Police.</i> |
| |
| Gather Information |
| Contact Your Leadership and Improvement Director |
| Share Awareness of the Incident/Issue with Individual |
| Ask for a Written Explanation |
| Carefully Consider the Written Explanation with the Information Gathered |
| Determine the Course of Action with the Leadership and Improvement Director |
| <i>Investigate Further – or- Not Sufficient Evidence-or- Informal Correction-or-Issue Discipline</i> |
| Attend Ask |
| Issue Discipline |



Process for Performance Issues

| |
|---|
| <i>Corrective Process</i> |
| Provide Expectations |
| |
| Performance Issue |
| |
| Gather Multiple Measures |
| Contact Your Leadership and Improvement Director |
| Share Ongoing Performance Issue with the Individual |
| Ask for a Written Explanation |
| Carefully Consider the Prior Feedback and Written Explanation |
| Determine the Course of Action with the Leadership and Improvement Director |
| <i>Informal Correction -or- Issue Discipline</i> |
| Attend Ask |
| Issue Discipline |



| <i>Corrective Process</i> |
|---|
| Provide Expectations |
| |
| Performance Issue |
| |
| Gather Multiple Measures |
| Contact Your Leadership and Improvement Director |
| Share Ongoing Performance Issue with the Individual |
| Ask for a Written Explanation |
| Carefully Consider the Prior Feedback and Written Explanation |
| Determine the Course of Action with the Leadership and Improvement Director |
| <i>Informal Correction or Issue Discipline</i> |
| Attend Ask |
| Issue Discipline |



ASK/CAST

- Provide an additional layer of protection from arbitrary and capricious decision-making
- Provide support to administrators throughout the corrective discipline process
- Provide consistency across the district – treat similarly situated employees similarly
- Mitigates liability on individual administrators



Issue Corrective Discipline

- School Level Warning
- District Level Warning
- Referral to Assistant Superintendent (Short of Termination)
- Referral to Assistant Superintendent (Possible Termination)

Note: No right to any one level



Appeal Rights - Utah Code 53G-11-501

- Employees who believe the District has violated its own policies, the negotiated agreements, or principles of due process may appeal decisions that impact employment
- Employees can opt for an informal and/or formal hearing
- Board is the final arbiter and decision-maker (with assistance from a hearing officer)

