

Keeping Faculty at the Leading Edge

Adopting Principles of Teaching Excellence and Developing a Principles-Based Hiring System

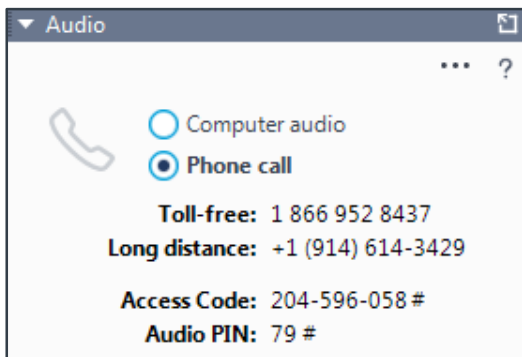
Independent School Executive Forum

Audio Options



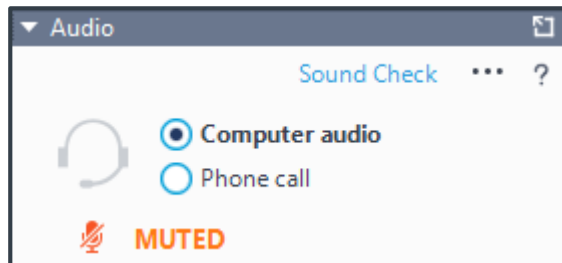
Using Your Telephone

If you select the “Use Telephone” option, please dial in with the phone number and access code provided.



Using Your Microphone and Speakers

If you select the “Use Mic & Speakers” option, please be sure that your speakers or headphones are connected.



Questions Panel and Minimizing GoToMeeting

Asking a Question

To ask the presenter a question, type it into the question panel and press send.



Minimizing and Maximizing Your Screen



- Use the orange and white arrow to minimize and maximize the GoToMeeting panel.
- Use the blue and white square to make the presentation full screen.

Winchester Mystery House



SOURCE: CURBED



SOURCE: EXPEDIA



SOURCE: PINTEREST



SOURCE: THETRUTHABOUTSARAHWINCHESTER.COM



SOURCE: COUNTRY LIVING

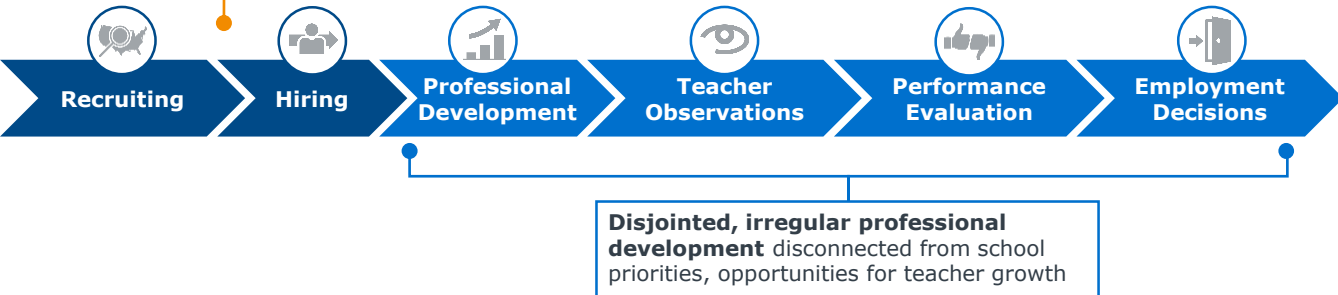
Source: Curbed San Francisco (2017); Expedia. "Winchester Mystery House"; Pinterest. "Winchester Mystery House"; thetruthaboutsarahwinchester.com; CountryLiving. (2017). "The Bizarre History of California's Winchester Mystery House; EAB interviews and analysis.

Input-Focused Investment in Teachers...

Typical Talent Management Under-Develops School's Greatest Asset

Independent Schools Take a Limited, Hands-Off Approach to Talent Management

Independent schools focus talent management efforts on **recruiting, hiring teachers with the best credentials**



“

“Independent school culture values talent acquisition. ‘Let’s just hire good people and let those people do their job.’ I think that’s disrespectful of the profession of teaching, you wouldn’t just hire a good doctor and say if he’s still using leeches twenty years later that’s fine. Professional development is at the center of our professionalism.”

Head of School

...Results in Faculty Mostly Uninspired to Improve



The Partner

- Uses most appropriate pedagogy to achieve student goals
- Keen, excited about innovation
- Actively pursues learning opportunities, incorporates into teaching
- Active, contributing community member



The Rock

- Employs tried and true teaching methods
- Solid teacher, mostly current on subject area
- Open to growth, but does not actively seek learning opportunities
- Well-liked, strong community member



The Burden

- Instructs using method they think is best
- Stuck in their ways
- Reluctant to participate in professional development, opts out when possible
- Minimally participating, lackluster community member

“Some teachers have a vision that extends beyond their own classrooms. They recognize that students' experiences depend on the complex systems in place throughout the school system. **This awareness prompts these teachers to strive to influence change.**”

Charlotte Danielson

“**It's more of a handshake thing**—we say ‘we want you to improve,’ so they go off to professional development in the summer. Then they come back, maybe they learned something, maybe they didn't, and they wait it out until retirement.”

*Head of School,
Coed 9-12 Day School*

“The teacher that goes and **sits in professional development and crosses his or her arms** and says ‘I'm going to wait this out for two hours. What I do in the classroom, my victories, my failures, what goes on with my kids—I don't want to share that.’”

*Head of School,
Single-Sex PreK-12 Day School*

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Ideal Faculty Heavily Skewed Towards Growth



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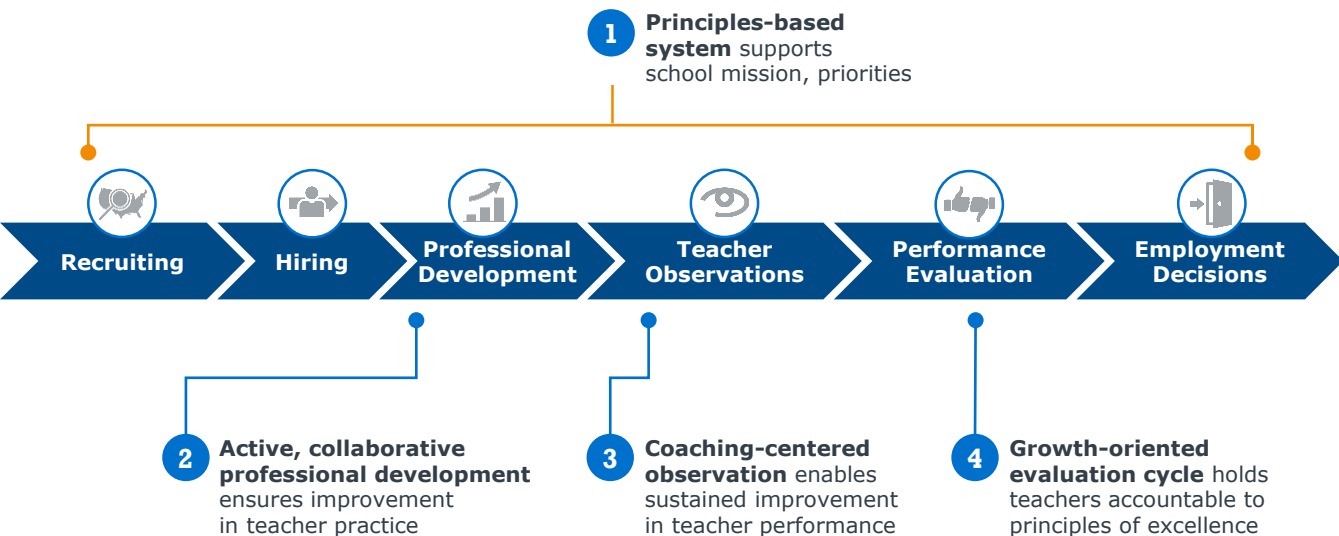
*Head of School,
Single-Sex PreK-12 Day School*

Coherence Leads to Consistent, Top Performance



Robust Talent Structure Supports Value Proposition

Results of Complete Talent Management System



The Instructional Complexity Challenge

Complexity of Teaching Highlights Need for Coherent Support



0.7

Decisions
per minute



1500

Interactions
per day



205

Trillion instructional
options available

“After 30 years of doing such work, I have concluded that classroom teaching... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented.”

Lee Shulman, Educational Psychologist



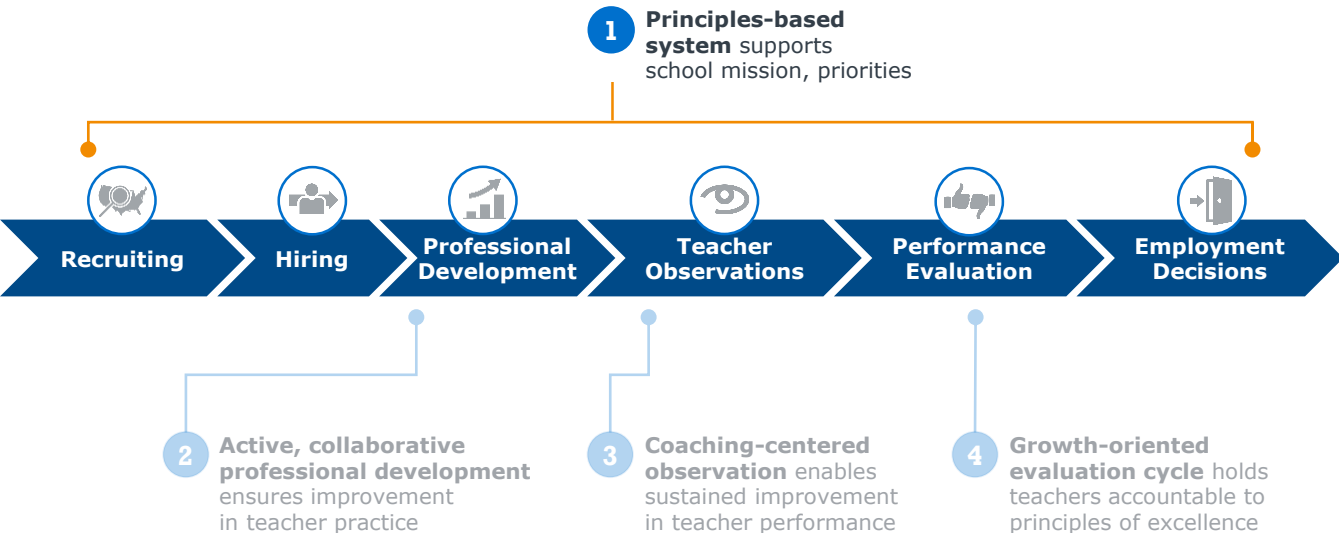
Most administrators walk into classrooms not really norming against a set of best practices so that what one administrator sees is similar to what another administrator sees. So you have two administrators who define great teaching differently. Are they wrong? They both could be right but with different understandings of excellence, it's difficult for teachers to know how to improve."

*Director of Center for Teaching and Learning
Independent School*

Principles of Excellence Provide “True North”

Build Talent Management Structure with Principles as Foundation

Complete Talent Management System



Principles of Teaching Excellence Used Unevenly



Independent Schools Range in Their Adoption, Integration

Use of Principles of Excellence Across Independent Schools



Principles Fully Integrated into Talent Management Processes

- Principles used throughout talent management processes
- Guide all aspects of teacher development



Principles Guide Some Aspects of Teacher Growth

- Administration aware of, may refer to principles to guide decisions about teacher development
- Limited awareness of principles among faculty



Principles Exist, Never Used

- School created, adopted principles of excellence
- Rarely updated to reflect changing school context, values
- Principles unused by faculty, administration in teacher development processes



No Principles of Excellence

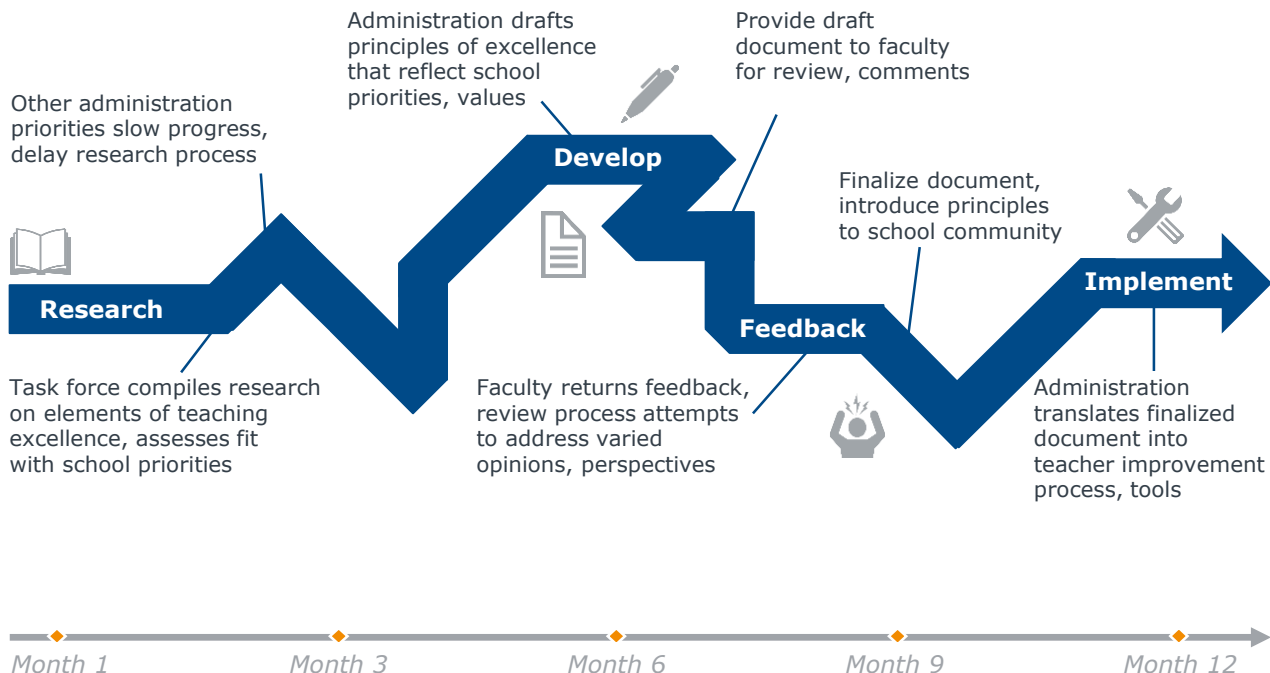
- School does not have principles that articulate teaching expectations, aspirations
- Observation, assessment of teachers infrequent, ad hoc



Creating New Principles Challenging, Lengthy

Organic Approach Complex, Laborious

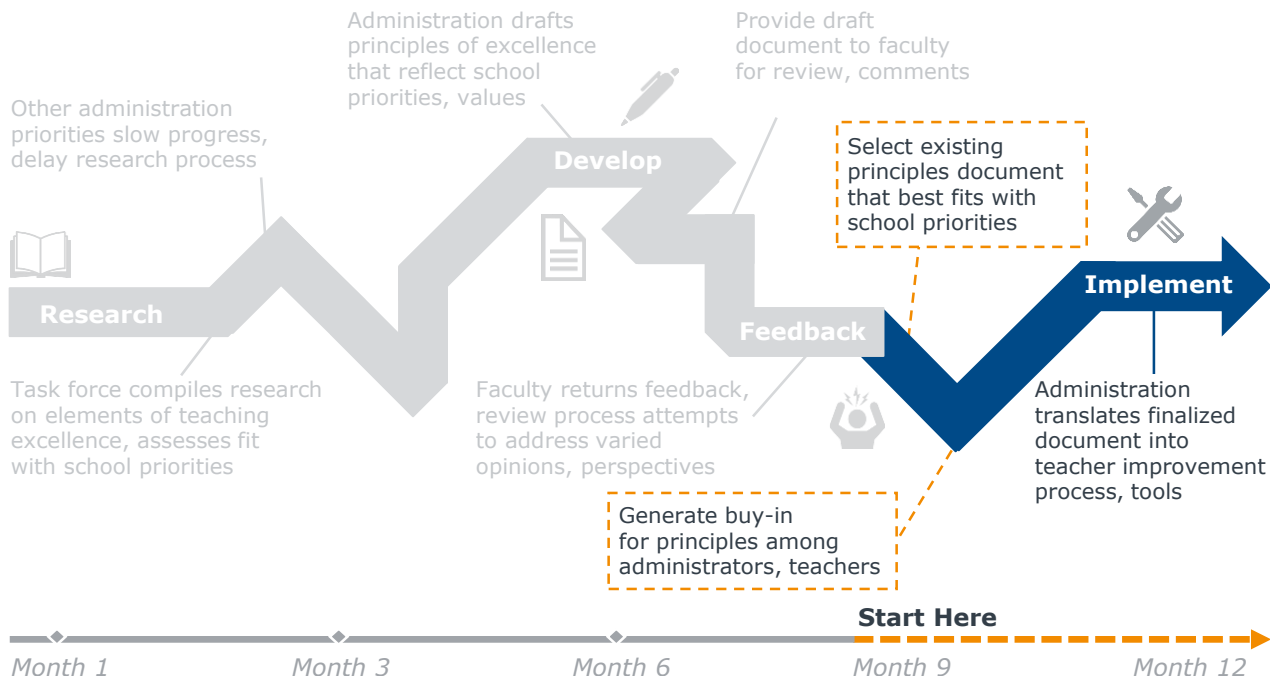
Indirect Path to Principles of Excellence



But Research-Based Principles Lead to Similar End

Adopting Existing Principles Saves Time, Allows for Emphasis on Integration

Process to Adopt, Adapt Existing Principles



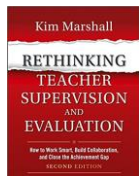
Education Experts Outline Teaching Excellence

Research-Based Principles of Excellence at Core of Frameworks

Research-Based Frameworks



Danielson's Framework
for Teaching



Marshall's Teacher
Evaluation Rubrics



Marzano's Teacher
Evaluation Model

Description of Frameworks



Research-Based

Specify evidence-based ideals
of teaching to promote student
learning, achievement



Comprehensive

Provide a thorough description
of teaching practice



Performance-Oriented

Articulate levels of performance for
use in classroom observations,
evaluations to guide improvement

Source: Danielson C, "The Framework for Teaching," Danielson Group, <http://www.danielsongroup.org/framework/>; Marshall K, "Teacher Evaluation Rubrics," The Marshall Memo, <https://www.marshallmemo.com/articles/>; "Marzano Teacher Evaluation Model," LSI Marzano Center, <http://www.marzanoevaluation.com/evaluation/>; EAB interviews and analysis.

Danielson Provides Rich Detail on Teaching

Defines Excellent Teaching at Different Levels of Detail



Danielson's Three Levels of Specificity

Danielson Framework's Four Domains

- ☐ Planning and Preparation
- ☒ **Classroom Environment**
- ☐ Instruction
- ☐ Professional Responsibilities

Component

Managing Student Behavior

Elements

1. Expectations

"It is clear from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented."

2. Monitoring of Student Behavior

3. Response to Student Misbehavior

✓ Benefits

- Extensive details promote shared understanding, consistent application for observations, evaluations
- Different levels of detail creates flexibility to choose specificity depending on needs
- Equal coverage of teaching responsibilities inside, outside classroom

✗ Drawbacks

- Can be very "in the weeds," obscuring bigger picture
- No suggested specific instructional techniques

Marshall Focused on Application, Ease of Use

Accessible Rubric Makes It Easy to Conduct Observations



Marshall's Teacher Evaluation Rubrics

Key Feature



Series of 6 rubrics, each outlining a broad domain of teaching practice

- ✓ Planning and Preparation for Learning
- ✓ Classroom Management
- ✓ Delivery of Instruction
- ✓ Monitoring, Assessment, and Follow-Up
- ✓ Family and Community Outreach
- ✓ Professional Responsibilities

✓ Benefits

- Rubric format designed for ease of use in observations, conversations, evaluation of teacher performance
- Greater focus on less-emphasized aspects of effective teaching including assessment, communication with families

✗ Drawbacks

- Rubric format makes reverse engineering to principles of teaching excellence less straightforward
- Succinct nature may limit use beyond observations, evaluations

Marzano Stresses Specific Teaching Practices

Emphasis on Teaching Strategies Correlated to Student Outcomes



Marzano's Teacher Evaluation Model Offers Specific Practices

Sample Marzano Framework Elements

- ☐ Previewing New Content
- ☐ Managing Response Rates
- ☐ Tracking Student Progress
- ☐ Using Homework

Managing Response Rates

The teacher uses response-rate techniques to maintain student engagement in questions

Specific Practices:

- *Teacher uses response cards*
- *Teacher has students use hand signals to respond to questions*
- *Teacher uses choral response*

✓ Benefits

- Focus on the student: emphasis on improving student achievement as goal of teacher development
- Specific techniques identified for improving teaching practice
- Technology tools ease use for classroom observations, facilitate feedback to teachers

✗ Drawbacks

- Less attention to non-observable aspects of teaching that occur outside the classroom
- May be too prescriptive for independent schools

Choosing a Best-Fit Framework

Selection of Framework Depends on School Priorities, Needs

If your school needs...

Start with...

	Danielson	Marshall	Marzano
An in-depth, easy-to-read reference for adopting principles	✓		
Specific instructional actions, strategies that teachers can implement into practice			✓
Flexibility to choose different levels of specificity for elements of teaching, learning	✓		
A greater emphasis on aspects of teaching related to assessment, diagnosis of student learning		✓	
An emphasis on the link between teacher strategies and student outcomes			✓
A high-level list of teacher actions that can guide observations or conversations		✓	

Coming Soon

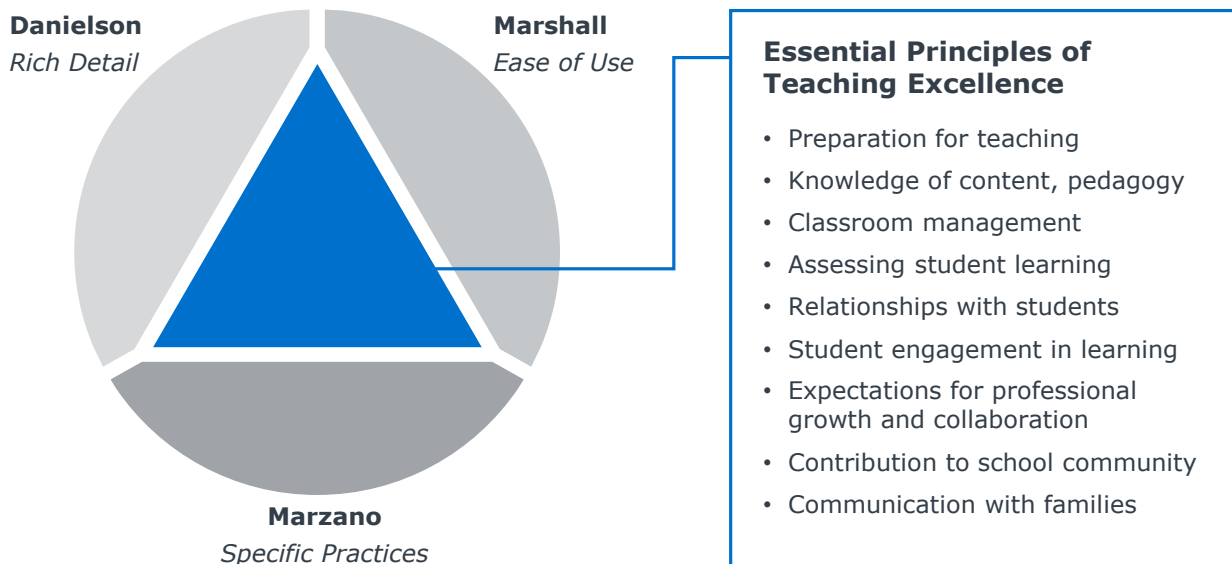
Principles of Teaching Excellence Resource Guide, with tools to help schools select a best-fit framework for adopting principles of teaching excellence.



Essential Principles Found Across Frameworks

Use Essential Principles to Develop School's Definition of Excellent Teaching

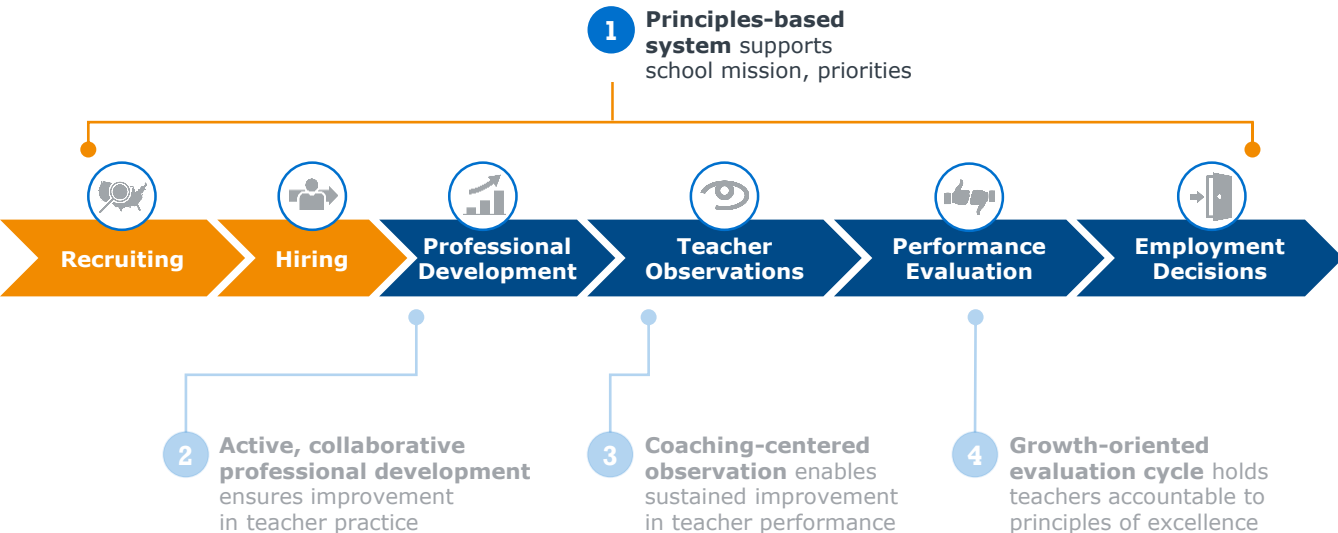
Shared Principles Across Three Frameworks



Incorporate Principles of Excellence into Hiring

Effective Hiring Important, But Insufficient, for Teacher Excellence, Growth

Complete Talent Management System



Independent School Hiring Process Unstructured

Hiring Practices Lack Consistency, Contribution to School's Mission Unclear

Current Hiring Process at Independent Schools



64%

Of schools conduct no training on effective interview practices



49%

Of schools provide no interview questions to interviewing staff



46%

Of schools reported having a decentralized¹ hiring process

Common Criteria Assessed During Hiring Process



Credentials

- Alumnus of prestigious college
- Advanced degree in subject area, education



Experience

- Extensive teaching experience
- Previous college athlete
- Strong leadership experience



Best Fit

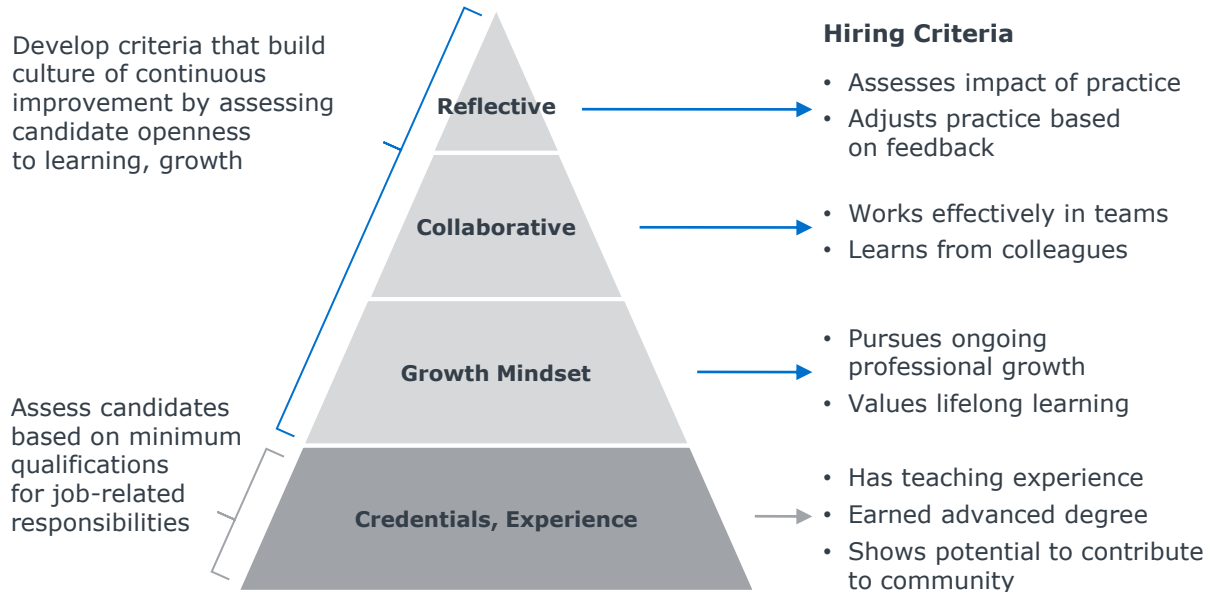
- Familiar with independent school culture
- Congenial, friendly
- Fit school personality

1) Decentralized indicates that hiring occurs through individual departments or administrative structures

Design a Better Candidate Assessment

Integrate Principles of Teaching Excellence into Hiring Process

Additional Hiring Criteria Reflect Teaching Principles

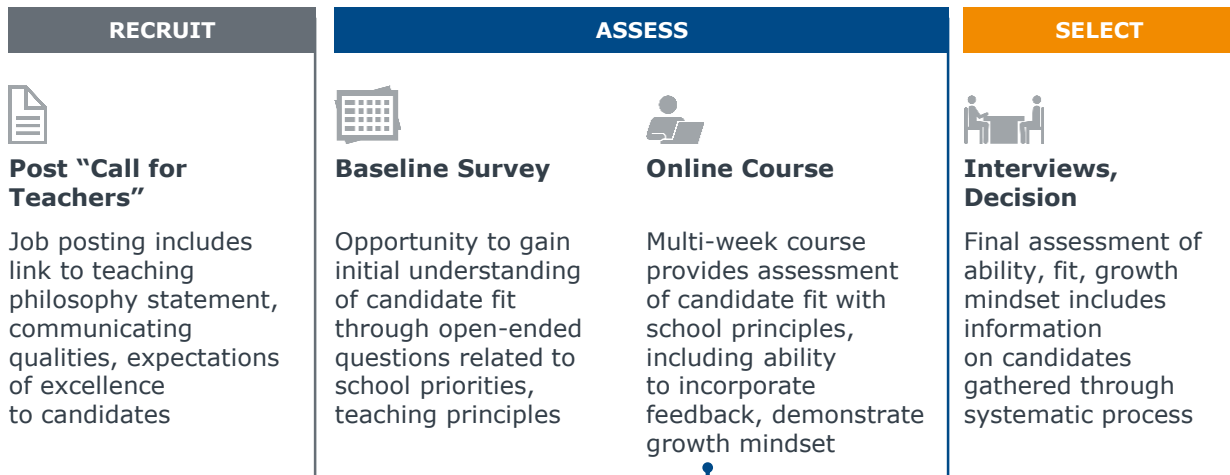


Develop Principles-Driven Hiring Process

One Schoolhouse Assesses Candidate Alignment with Principles



Principles Integrated Throughout Hiring Process



Purpose of Online Course




- Designed to assess candidate’s responsiveness to feedback, readiness to learn
- Candidates provided with feedback on various tasks related to online teaching, assessed for ability to respond positively to, learn from feedback



Assessing Alignment During In-Person Interview

Applying Lessons from One Schoolhouse to Brick-and-Mortar Schools

Strategies to Assess Candidate Alignment with Principles During Hiring

	Interviews	Teaching Demonstration
Growth Mindset 	<ul style="list-style-type: none"> • Pose questions designed to assess readiness to learn: • <i>"The mission of our school focuses on social responsibility. How might you have to adjust your teaching to help us reach that mission?"</i> • <i>"Tell me about a time recently when you were inspired to learn something new."</i> 	<ul style="list-style-type: none"> • Ask candidate to make on-the-fly adjustments to lesson while teaching • Have candidate use informal checks of student understanding during instruction, assess candidate's ability to adjust lesson accordingly
Collaboration 	<ul style="list-style-type: none"> • Have candidate, interviewer create mock lesson plan for co-teaching a class to assess candidate's ability to work with others, share ideas 	<ul style="list-style-type: none"> • Ask candidate to co-teach part of lesson with another teacher in the school • Post-teaching demonstration, have candidate work with other teachers to design interdisciplinary follow-up lesson
Self Reflection 	<ul style="list-style-type: none"> • Pose behavioral interview questions that assess candidate's disposition toward reflection: • <i>"Tell me about a time you reflected on your practice to improve your teaching."</i> 	<ul style="list-style-type: none"> • Post-demonstration, ask candidate to assess performance, identify strengths, areas for improvement

Architect a Principles-Based System



1

Adopt research-based principles of excellence

Ensure expectations and aspirations for all teachers are clear by adopting principles of teaching excellence that are research-based, comprehensive, and actionable

2

Integrate principles into all aspects of talent management

Use principles as guidepost to inform talent management processes across the school to build, sustain a culture of growth, excellence

3

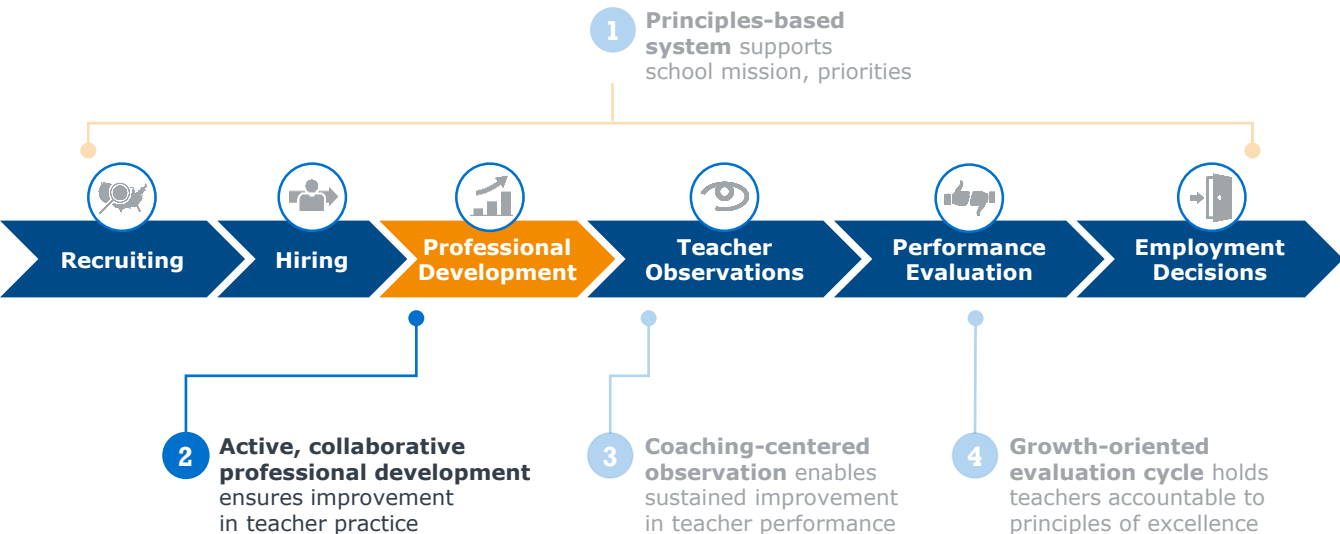
Design hiring process guided by principles

Orient assessment of candidates around principles of excellence and professional growth to ensure candidate alignment with school priorities

Part II: Creating Active, Collaborative PD

Collaboration, Active Learning Essential to Effective PD Offerings

Complete Talent Management System



Keeping Faculty at the Leading Edge

Upcoming Webconferences in Four-Part Series

Wednesday, April 18th

1:00pm-2:00pm EST

**Part II: Creating Active, Collaborative Faculty
Professional Development Opportunities**

Wednesday, May 9th

1:00pm-2:00pm EST

**Part III: Building Instructional Coaching Capacity &
Effectiveness to Foster Faculty Growth**

Thursday, June 7th

1:00pm-2:00pm EST

**Part IV: Designing a Comprehensive Process for
Continued Faculty Growth**

For questions or help registering for any of these webconferences, please contact your Dedicated Advisor, Michal Abraham, at mabraham@eab.com

Bring EAB Experts to Campus to Enable Change

Facilitated Workshop Allows School Team to Interact Directly with Experts

Lifecycle of an Onsite



Head Attends Executive Roundtable

- Head participates in Executive Roundtable, learns latest best practice research
- Identifies opportunity for EAB to support current projects, future initiatives



Content Tailored to Member School

- Scoping call allows EAB expert to focus presentation on most relevant content to ensure biggest impact
- Opportunity to share school-specific data to further tailor onsite presentation



EAB Presents On Campus

- EAB expert presents on campus—time, format determined during scoping call
- Interactive presentation provides attendees the space to consider ways to implement best practices on campus



Ongoing Support Post-Onsite

- Following onsite, EAB team available in unlimited capacity to provide virtual support for initiatives
- Attendees can schedule regular check-ins to build accountability post-onsite

Questions about Today's Material?

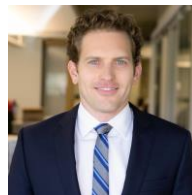
Connect with EAB Independent School Executive Forum Experts



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