



Keeping Faculty at the Leading Edge

Designing a Comprehensive Process for Continued Faculty Growth

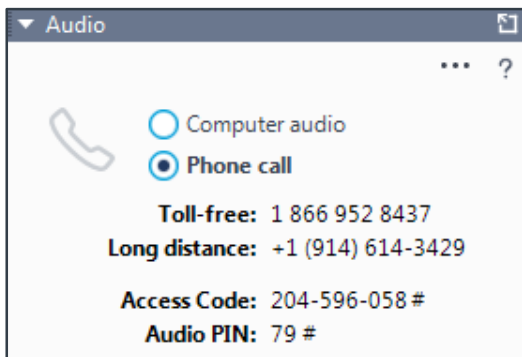
Independent School Executive Forum

Audio Options



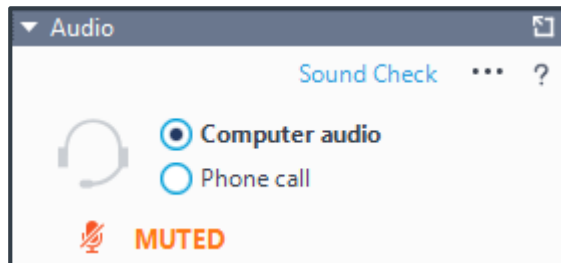
Using Your Telephone

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.



A screenshot of the GoToMeeting Questions Panel. The panel has a dark blue header with a downward arrow and the text "Questions". Below the header is a large white text area. At the bottom of the text area is a light gray input field containing the placeholder text "[Enter a question for staff]". To the right of the input field is a dark gray button with the text "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.

Who You're Hearing From Today



Independent School
Executive Forum



John Wachen, Ph.D.

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Head of School



Sharon Rosenfeld

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Richard Kassissieh

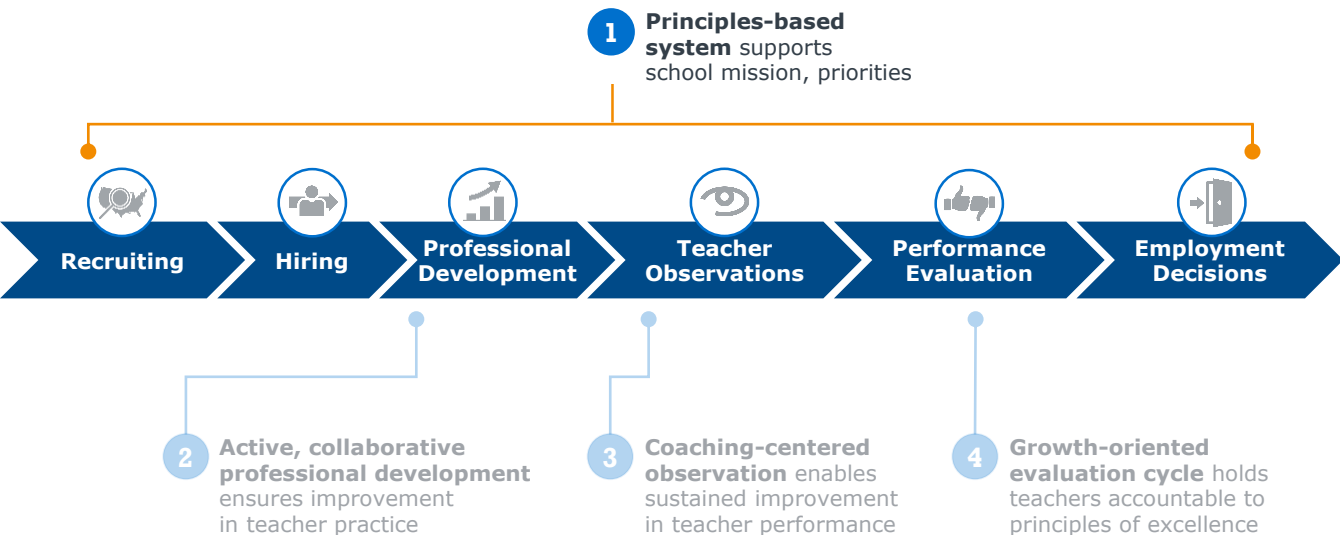
*Asst. Head of School for
Academics and Strategic
Initiatives*

Establishing Principles of Excellence as Blueprint



Build Talent Management Structure with Principles as Foundation

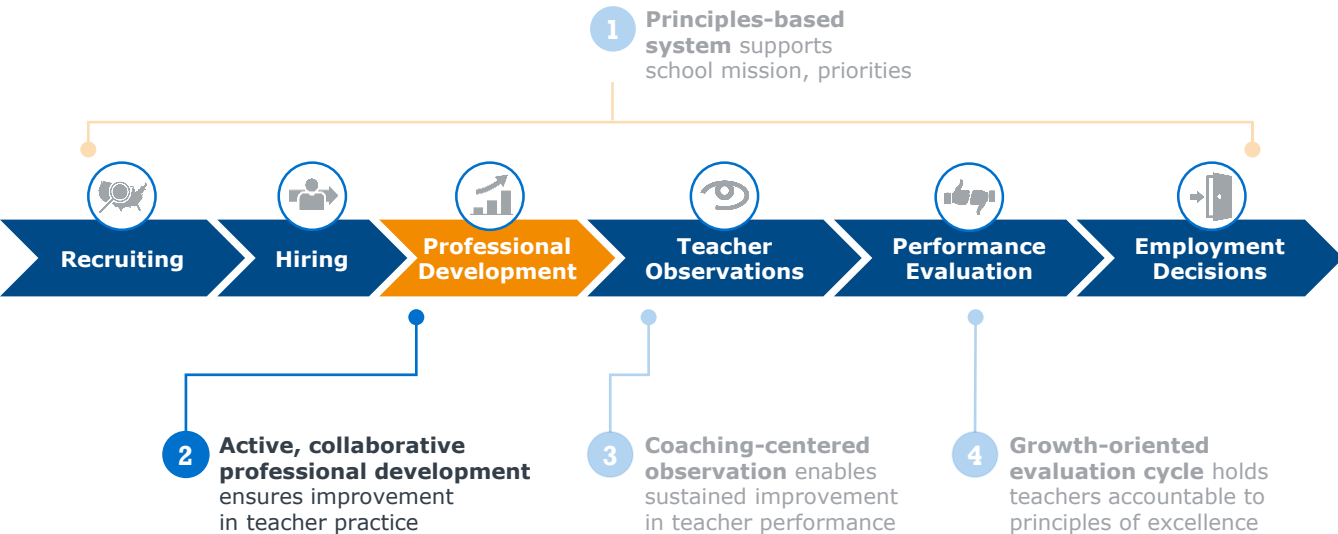
Complete Talent Management System



Providing the Right Learning Environment

Collaboration, Active Learning Essential to Effective PD Offerings

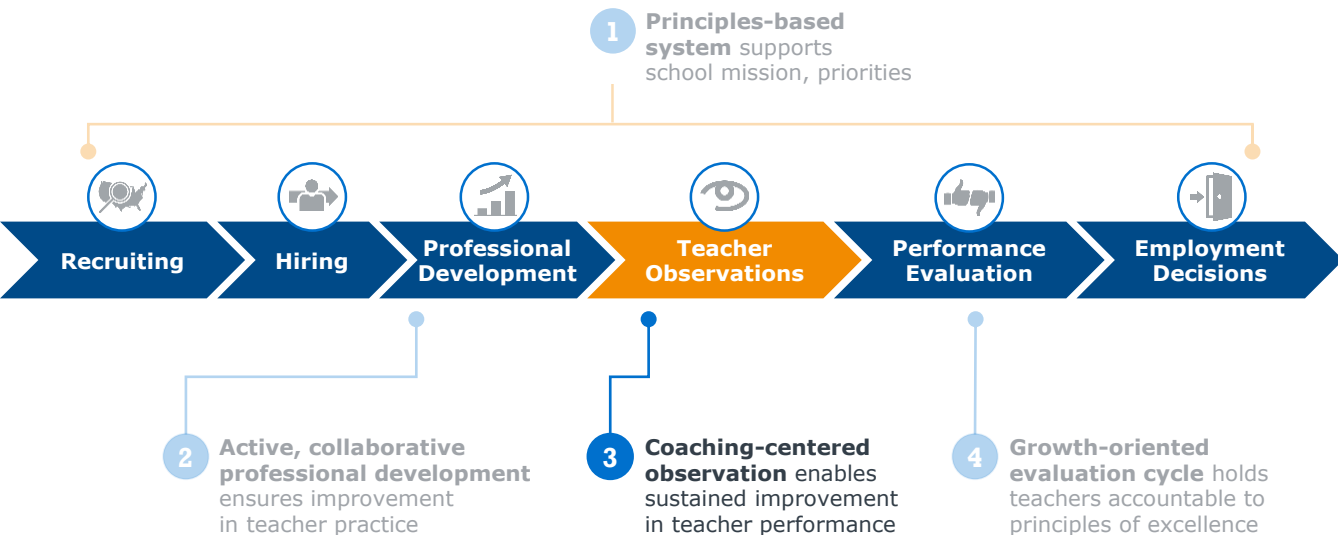
Complete Talent Management System



Building Coaching Capacity, Effectiveness

Support Teaching Excellence with Sustained, Actionable Feedback

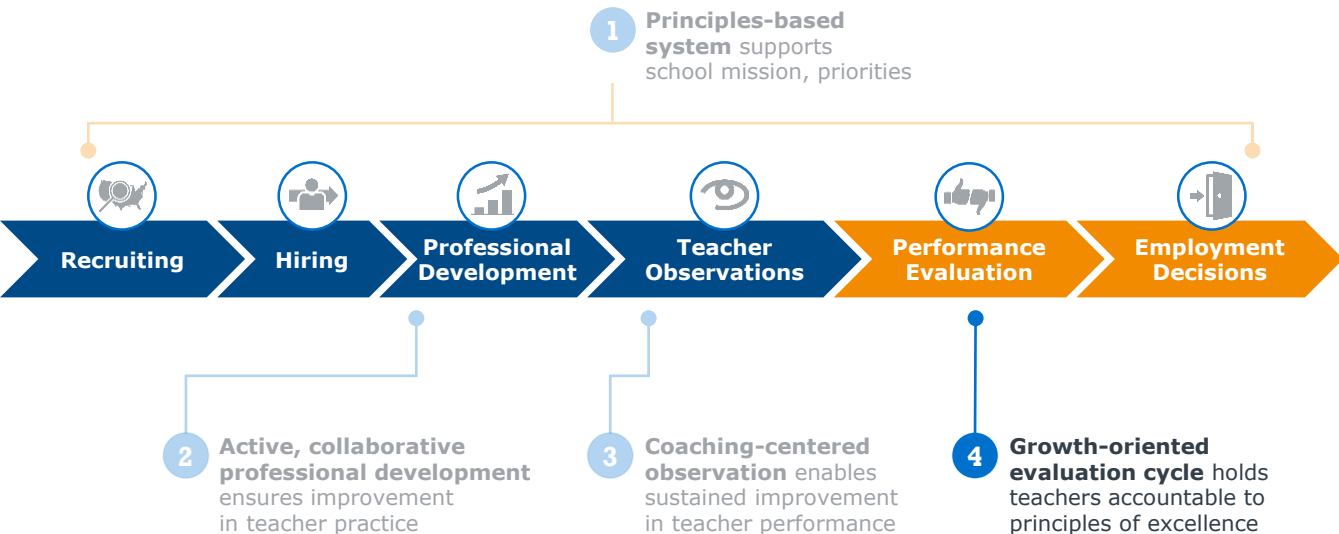
Complete Talent Management System



Bringing it All Together



Complete Talent Management System



Typical Development Approach Incomplete

Missing Pieces, Structure of Professional Development Limit Faculty Growth

Shortcomings of Typical Professional Development Approach



Unaligned to School Priorities

Teacher professional development not aligned to school priorities



Not Driven by Teacher Growth

Teacher weaknesses not identified, used as driver for growth



Insufficient School Support

Support limited to funding for conference attendance, advanced degree completion



Lack of Teacher Accountability

No requirement, expectation to engage in development, improve practice

A Natural Tendency to Focus on Strengths

“The inclination of most professionals is, if given the choice of what you want to spend your professional development time on, **you dive into an area that you’re really interested in. It’s often an area that you’re good at, but...what really improves teaching across the whole school is improving areas where they’re weaker, not areas where they’re strong—this** is what actually makes a difference.”

Richard Kassissieh, Assistant Head of School for Academics and Strategic Initiatives, University Prep

School-Teacher Partnership Ensures Development



Comprehensive Process for Professional Development at University Prep

University Prep's Individualized Teaching Improvement Plan (ITIP)



Phase 1

*Identify Weakness,
Design Development Plan*



Phase 2

*Engage in Learning,
Development*



Phase 3

*Implement, Measure,
Evaluate*

Component Activities:

- Identify teacher weakness based on classroom observations and "Characteristics of Good Teaching" document
- Create development plan to improve in weakness area

Component Activities:

- Engage in professional development plan activities as determined in Phase 1
- Begin to apply strategies learned to improve practice

Component Activities:

- Continue to apply Phase 2 learning to classroom practice
- Present outcomes to administration who assess performance, teacher success in achieving goal

"What led to this system was the desire from our previous head of school to **raise the game of the teaching schoolwide**. It was a part of a continual desire to have our teaching be of higher quality. Our faculty quality was good at the time, but there was always the feeling that **an institution remains successful by constantly striving to improve teacher quality.**"

Richard Kassissieh, Assistant Head of School for Academics and Strategic Initiatives, University Prep



Characteristics of Good Teaching (CGT)

CGT Outlines Teacher Expectations, Aspirations at University Prep

University Prep's Characteristics of Good Teaching

Eight Domains of Teaching Excellence

1 Qualifications for Teaching

Example: An understanding of, commitment to the school's mission

2 Academic Responsibilities

Example: Work with peers to ensure quality, content, scope of curriculum

3 Lesson Design

Example: Design, implement lessons that have clear learning objectives

4 Delivery

Example: Every class must evidence appropriate pacing for every student

5 Assessment

Example: All assignments, assessment tools must be graded in a clear manner

6 Classroom Environment

Example: The classroom must provide a space in which students are physically safe

7 Outside the Classroom

Example: Engage in the life of the community by volunteering time, talents

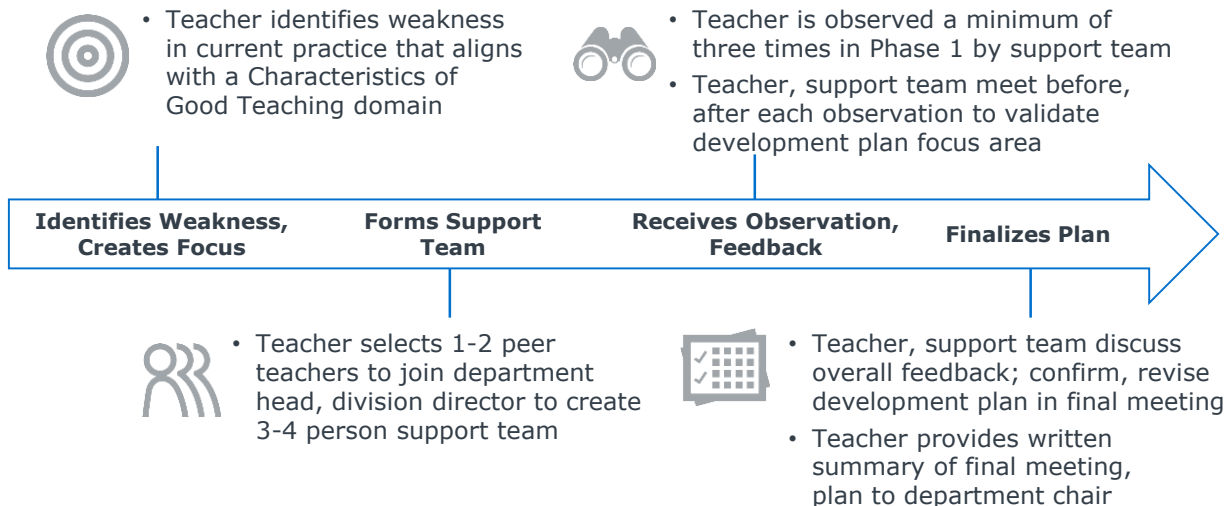
8 Culturally Competent Teaching


Example: Ability, commitment to recognize, interrupt biased behavior

Teacher Creates Development Plan in Initial Phase

Reflection-, Observation-Based Activities Give Faculty Clear Direction

Teacher, Support Team Identify Weakness, Develop Plan



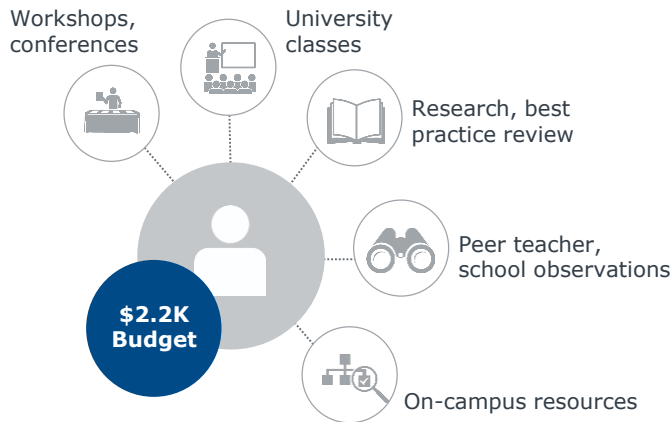
 **Example Focus Area at University Prep**

Increase student comfort, ability to express issues of identity within the CGT Cultural Competency domain and its focus on lesson design, student voice

Phase Two Emphasizes Learning Strategies, Ideas

Faculty Engage in Focus Area-Related Professional Development

Phase Two Learning, Implementation Activities



Continued Practice, Documentation



Pilot New Classroom Strategies



Document Learning, Outcomes in Portfolio



Engage in Observations, Receive Feedback



Example Phase Two Activities

Teacher reads *Raising Race Questions*, attends Seattle Art Museum's *Intersections and Identity* workshop, Northwest Conference on Teaching for Social Justice, consults on-campus Office of Diversity and Community

Final Phase Assesses Teacher Progress

Teacher Demonstrates Improvement in Practice, Student Outcomes

ITIP Presentation, Outcome Evaluation



Measure, Curate

Teacher reviews changes in student performance; receives feedback to determine progress; compiles evidence of outcomes



Present, Reflect

Gives year-end presentation on progress to department, support team; provides summative reflection to department chair



Leadership Evaluation

Progress evaluated to determine if teacher successfully completes ITIP

Components of Leadership Evaluation

- ▶ **Decision Team**
Composed of department chair, division director, academic dean, head of school
- ▶ **Factors of Consideration**
Review portfolio of learning, outcomes; consider year-end presentation; evaluate self reflection, student outcomes
- ▶ **Final Outcome**
Decide if teacher passes full ITIP and moves up on pay scale, receives bonus



Example Outcomes at University Prep

Teacher creates blog to document his learning, student outcomes throughout full ITIP process; includes demonstration of student projects that illustrate issues of race relations, diverse American identities

ITIP Addresses Barriers to Implementation

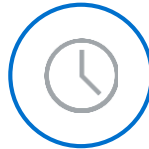
Supporting Resources Signal Commitment to Faculty Development

University Prep's Ongoing Support for ITIP



Support Team

- Instructional leaders engage in observations, provide feedback, support development



Time for Growth

- Reduced course load for all teachers creates necessary time to participate in learning activities



Necessary Funds

- School provides stipend to teachers during each 3-year cycle to support development activities, resources

▶ ITIP Support Team Composition



Division Director



Department Head



1-2 peers from other departments

Teachers, Administration See Student Outcomes

Teachers Engaged as Continual Learners

“If you do ITIP successfully, then you are a **continual professional learner and you address the aspects of your teaching practice that could stand to improve**. Of course **the ultimate goal of that is to benefit students**. We know from our own experience that it's great when teachers bring their strengths. But on the other side of that coin is that a teacher's weaknesses can really impact a student directly.”

*Richard Kassissieh
Assistant Head of School for
Academics and Strategic Initiatives
University Prep*

“...The responses and results have been remarkably positive. **Teachers feel invested and in control of their professional development** and recompense. Since absolutely everyone is involved in the process, much of the sting and anxiety have been taken away from classroom observation and evaluation. Almost everyone has...been involved as an observation team member and report this as an often transformative experience for their own teaching.”

*Erica Hamlin
Former Head of School
University Prep*



Want to know more about ITIP?

Read more about Fine Arts Department Chair Ty Talbot's experience with ITIP at tyteach.blogspot.com

Fine Arts Department Chair Documents Development

JUN
16

ITIP 2.0 - First Year Self-Reflection

Looking Back

For my second cycle with the UPrep ITIP, I really wanted to look at the CGT (Characteristic of Good Teacher) that focuses on cultural competency (or fluency), student voice in the classroom, and how to create a curriculum that showcases a diversity of voices. I was observed three times by the Director of the Upper School, Ken Jaffe, and History teacher Karen Sherwood. For the observations, I didn't plan out specific days for them to show up, instead, I let their visits occur on just "normal" days in the art room. By the nature of teaching visual arts, there are many days in which I don't lecture to the entire class; instead the open studio format is in effect and students are working on their projects. I wanted them to have a sense of what most days look like in the class. That said, they both saw me lecture, lead student discussions, and conduct informal critiques.

Exploring *Identity* in Painting 1

Earlier in the year, I started taking a look at how to incorporate more student voice into some of my existing assignments.

In my first ITIP, I restructured my Painting 1 class such that students spent nearly the entire second half of the class developing a portfolio of work based on a central idea. In the first year, we used the overarching theme of *Play* as a jumping off point. This year, I switched the master theme to *Identity*. In doing so, the work became far more personal, with students exploring cultural and ethnic identity, notions of feminine and masculine, thoughts about place, and even more personal aspects of athletics. As a lead in, we checked out the work of [Kara Walker](#) and [Shea Hembry](#), two very different contemporary artists who both work in highly personal arenas.



Key Lessons

Develop a Complete System of Improvement



1 Embed principles of teaching excellence into talent management structure

Clearly articulate expectations, aspirations for teachers and incorporate them into goal-setting, classroom observation, professional development activities, and formal evaluation

2 Provide teachers with sufficient resources to improve their practice

Ensure that teachers have all resources necessary to improve in key development areas, including support and feedback from instructional leaders, protected time, and dedicated funding

3 Create mechanisms of accountability

Ensure teacher participation in professional development through a series of “checks”, including milestone deliverables and check-ins, public display of learning, and financial compensation

Keeping Faculty at the Leading Edge

Webconference Series Available on eab.com



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



Part II: Creating Active, Collaborative Faculty Professional Development Opportunities



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



Part IV: Designing a Comprehensive Process for Continued Faculty Growth

Available at <https://www.eab.com/research-and-insights/independent-school-executive-forum/events/webconferences/2018/keeping-faculty-on-the-leading-edge>

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

Keeping Faculty at the Leading Edge

Resource and Tools to Support Implementation

EAB Independent School Executive Forum

Meeting Faculty at the Leading Edge

Instructional Coaching: Guide to Partner Organizations

Involving instructional coaching at your school is a significant undertaking; schools need to identify potential coaches and ensure a consistent approach and skill set among those coaches. The organizations outlined here can help schools address both of these critical elements.

In the first section, *Expanding Coaching Capacity*, schools will find information about vendor partnerships that can provide virtual instructional coaching, for schools looking to pilot coaching, or for schools in the process of developing their own internal coaching capacity. These partnerships offer immediate coaching opportunities.

The second section, *Building an In-house Coaching Team*, provides schools with information on helpful tools to support effective coaching as well as organizations that provide training for instructional coaches. Together these organizations can help schools develop a robust and high-impact coaching program.

Expanding Coaching Capacity

A successful coaching program provides frequent, individualized observation and feedback. However, many instructional coaches have limited coaching capacity, which results in significant donor efforts. Instead, regular, high-impact coaching and are an excellent option for schools who currently lack the internal capacity to offer coaching. The following organizations provide this service to independent schools.

EdConnect

EdConnect's Coaching Service focuses on tactical improvements in instructional practice.

- Pairs individual teachers with trained, experienced coaches who focus on classroom through practice-based coaching.
- Connects teachers and coaches through an online platform where classroom teachers, coaches, and coaches "meet" virtually to discuss areas and practice strategies for improvement.
- Offers coaching packages of 4 to 6 weeks with 8 to 12 feedback sessions.
- 1 observation, 8 feedback sessions over 4 weeks: \$1200
- 3 observations, 12 feedback sessions over 6 weeks: \$1750
- 5 observations, 16 feedback sessions over 8 weeks: \$2400

Meridian Research, Coaching for Teachers Program

Meridian Research's Coaching for Teachers Program is designed to support instructional coaches in their role as change agents.

- Pairs individual teachers or groups of teachers with teacher trainers.
- Provides training and ongoing support for coaches to ensure they are effective in their role.
- Coaches work with teachers on identified areas of improvement on a regular basis to ensure effective learning.
- Includes two sessions which may be used by one teacher two times depending on school needs.

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Structuring Coaching for Teacher Improvement

A strong coaching program pairs instructional coaches with teachers to help them understand their practice, set goals, develop strategies to achieve goals, and provide ongoing support until goals are met. To provide teachers with the most opportunity to improve their practice, coaching programs should be designed with key:

Essential Characteristics of Coaching

- **Engage in Frequent Observations**
 - Observations should occur at least monthly for a minimum of 20 to 30 minutes.
 - Coaching should focus observations on identified areas of opportunity for teacher improvement.
- **Provide Timely Feedback**
 - Feedback should be delivered within 48 hours of an observation.
 - Timely feedback ensures teacher really does, coaches provide practice to practice.

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Meeting Faculty at the Leading Edge

Designing Professional Development to Foster Growth

Real-World Professional Development Characteristics of Professional Development Key to Success

Well-designed professional development is critical to a robust talent management system that supports teacher growth. However, many independent schools offer unstructured, one-off professional development programming, or rely on traditional, one-size-fits-all professional development programming. To ensure professional development is effective, it should be designed to meet the needs of individual teachers and support their growth.

Four Characteristics of Effective Professional Development

Active	Collaborative	Feedback Driven	Outgoing
 <p>Engage teachers directly in the practice they learn, provide structured and collaborative learning.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Ask your teacher: "What are you thinking about?" • Ask your teacher: "What are you thinking about?" • Ask your teacher: "What are you thinking about?" 	 <p>Create supportive environments for growth, reflection via collaborative discussion, practice.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Lead group discussion, reflect on new strategies. • Peer coaching. • Peer coaching. • Peer coaching. 	 <p>Help teachers identify, articulate specific areas of opportunity for improvement based on classroom observations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Coach teacher on specific areas of opportunity. • Coach teacher on specific areas of opportunity. • Coach teacher on specific areas of opportunity. 	 <p>Provide continuous, structured support for learning resulting in substantial change in practice.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Facilitate about specific content to learn, practice new skills, practice new skills, practice new skills. • Facilitate about specific content to learn, practice new skills, practice new skills, practice new skills. • Facilitate about specific content to learn, practice new skills, practice new skills, practice new skills.

Case Study: Comprehensive Day School's "GROW"

At GDS, teachers participate in "GROW", a series of in-house professional development courses designed to support teacher growth. The course is designed to be a year-long, multi-phase program. In GROW, teachers collaborate in a supportive, safe environment, learn and practice new strategies, and receive ongoing feedback and support. The resource outlines the four characteristics of effective professional development.

Key Takeaways:

- Use active learning instructional strategies, and collaborative learning.
- Use teachers, create teacher collaboration to identify, discuss and practice.
- Use teachers, create teacher collaboration to identify, discuss and practice.
- Use teachers, create teacher collaboration to identify, discuss and practice.

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Offer Feedback Based on Data

- Ground feedback in data collected from classroom observations.
- Objective feedback based on data about teacher actions, student behaviors, and learning outcomes.
- Examples of Data-Driven Feedback

Example of Data-Driven Feedback

When you provided students with questions, only two raised their hands.

Example of Modeling

- Engage in classroom and classroom activities.
- Modeling classroom activities in the classroom.
- Modeling classroom activities in the classroom.

Principles of Teaching Excellence Resource Guide

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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?

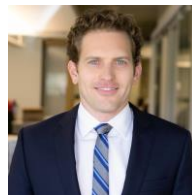
Connect with EAB Independent School Executive Forum Experts



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