



# Keeping Faculty at the Leading Edge

Building Instructional Coaching Capacity and Effectiveness

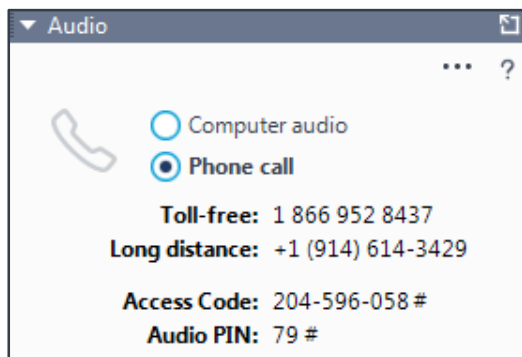
Independent School Executive Forum

# Audio Options



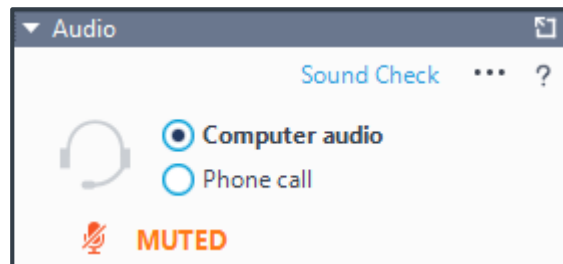
## Using Your Telephone

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 word '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 labeled '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.

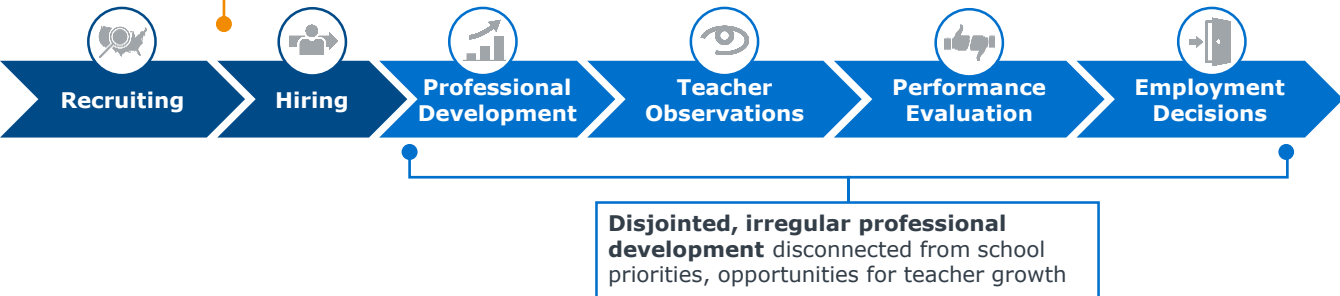


# Input-Focused Investment in Teachers...

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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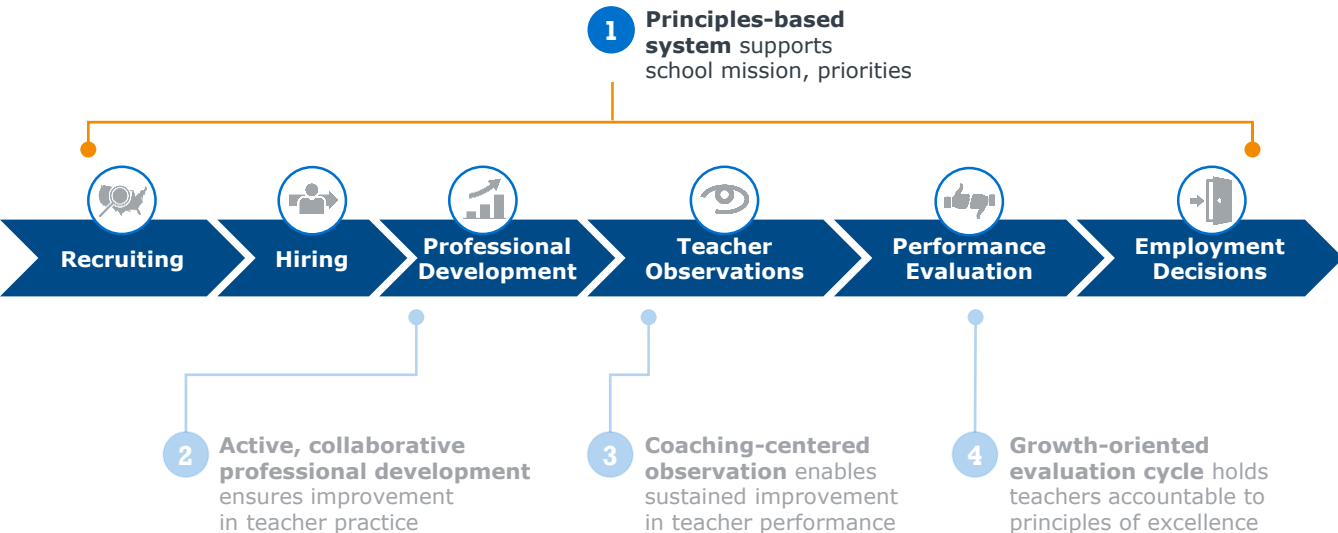
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# Principles of Excellence Provide “True North”

Build Talent Management Structure with Principles as Foundation

## Complete Talent Management System

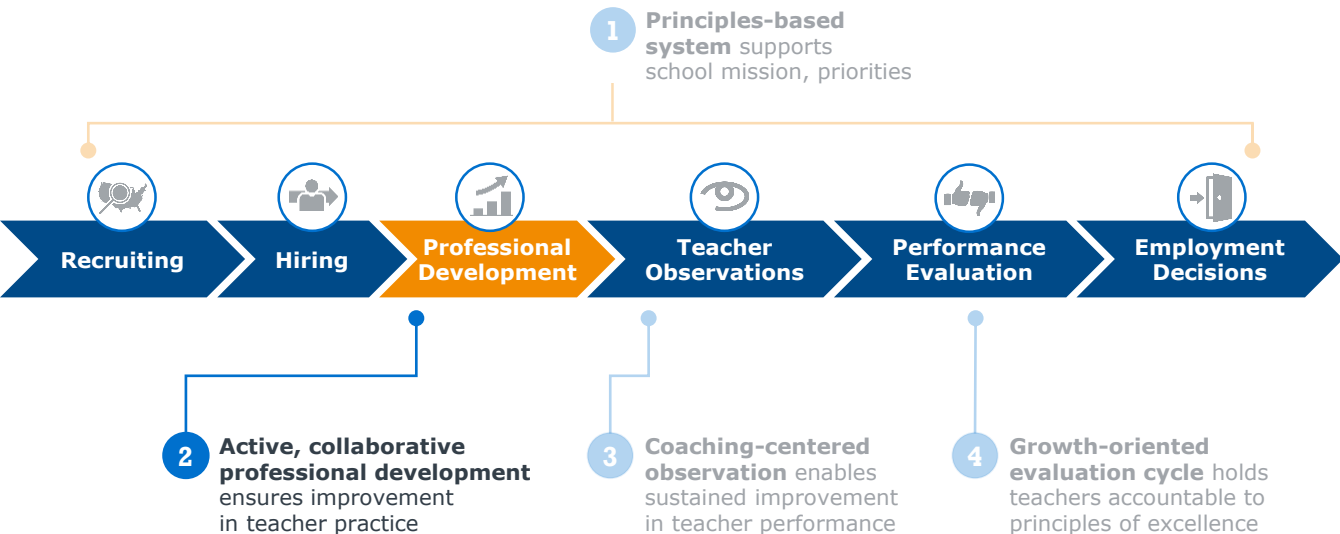




# Provide the Right Learning Environment

Collaboration, Active Learning Essential to Effective PD Offerings

## Complete Talent Management System



# Essential Elements of High Quality PD Missing

Effective Professional Development Must Be Active, Collaborative, Ongoing

## Characteristics of Effective Professional Development Known...

- ✓ Content-focused
- ✓ Fosters collaboration
- ✓ Integrates active learning
- ✓ Uses modeling
- ✓ Provides coaching, feedback
- ✓ Sustained duration



## ...But Infrequently Incorporated into Professional Development Offerings

- ✗ Passive learning
- ✗ Individualized
- ✗ Limited support
- ✗ Infrequent feedback
- ✗ One-off opportunities

“

“Professional development often exemplifies everything we’re fighting against in the classroom: dull PowerPoint slides, didactic presentations, and little opportunity for personal interaction. **Each time I’m left feeling deflated after spending hours doodling cats on the back of my notepad.**”

Independent School Teacher

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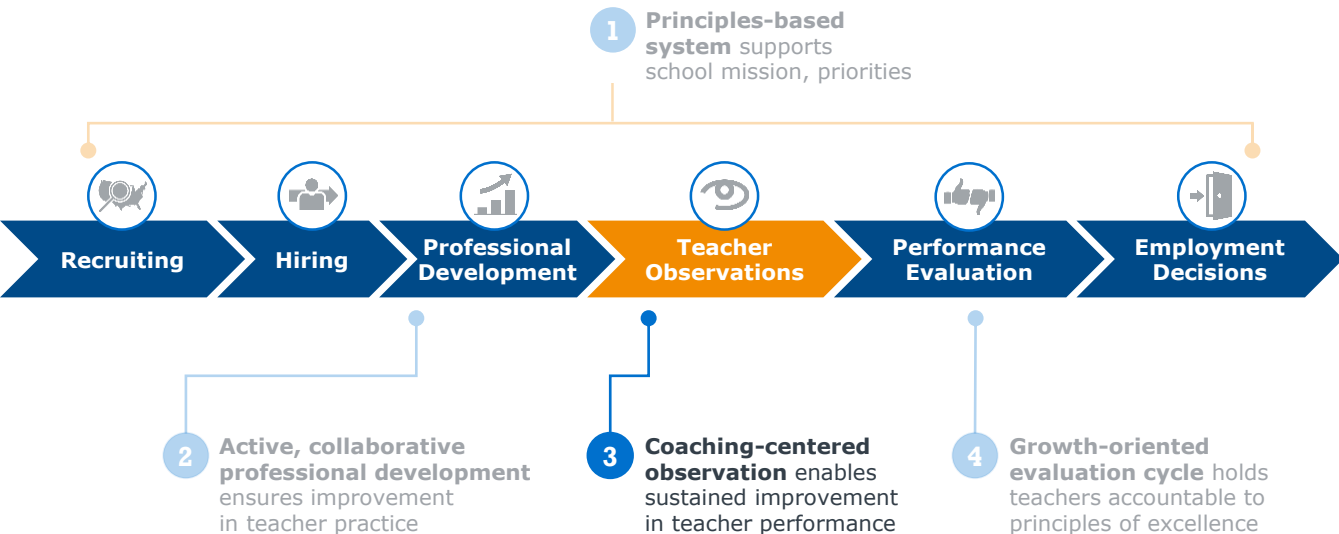
Independent School Teacher

# Part III: Building Coaching Capacity, Effectiveness



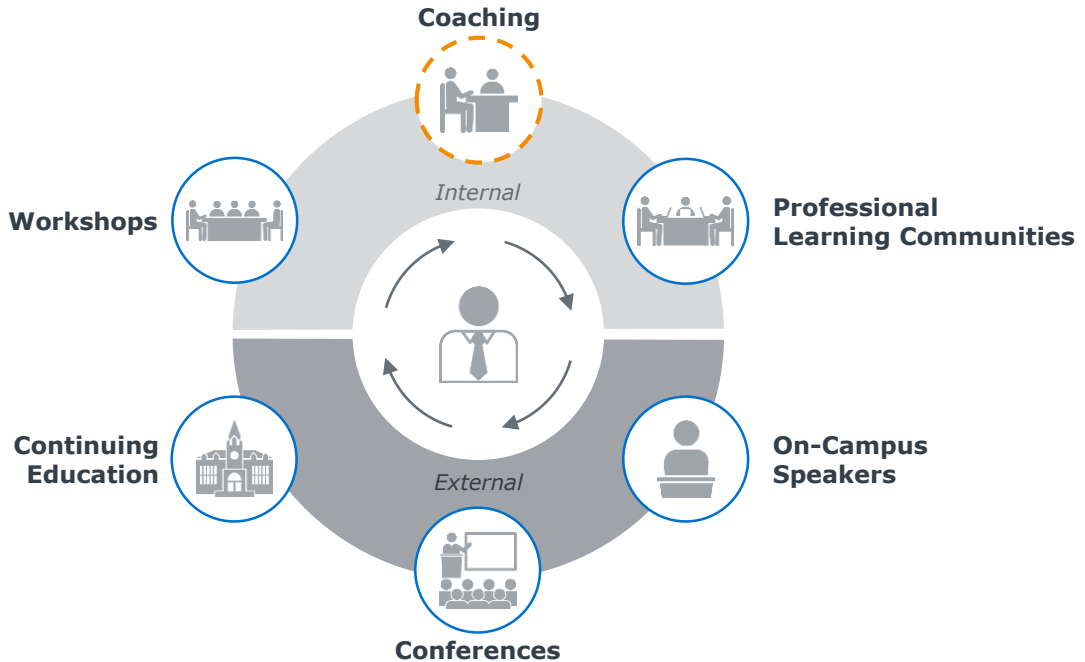
## Support Teaching Excellence with Sustained, Actionable Feedback

### Complete Talent Management System



# Few Opportunities for Ongoing Feedback

## Coaching Absent from Typical Professional Development Offerings



**coach·ing** | *noun* | /kōCHiNG/

- 1 : partnership of an instructional coach with teacher(s) to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met.



# Sector Also Pays Little Attention to Coaching

Insufficient Focus on Coach Training Limits Teacher Improvement

**Professional Development Efforts Focus on Teaching, Leadership Development**

	Instructional Coaching	Teaching Skills	Leadership Development
<b>NAIS</b> 2016-2017 conference sessions <sup>1</sup>	<1%	19%	22%
<b>NW AIS</b> 2018 professional development events <sup>2</sup>	16%	16%	21%
<b>SAIS</b> 2018 professional development events <sup>3</sup>	0%	13%	44%

“

“Teachers require coaching and follow-up support that provides a cycle of inquiry enabling them to plan, execute and improve their instructional practice...While it’s good to see many [leaders] have coaching in place, it is often inconsistent and poorly executed. **Teachers say most current coaching programs do not meet their needs or lead to improved student learning outcomes.**”

New Teacher Center

1) Of 368 total sessions in 2016 and 2017

2) Of 19 events for 2018

3) Of 14 events for 2018

# Coaching Key Strategy for Excellence

## Research Shows Substantial Effects of Coaching Across Industries

### Coaching Increases Teacher Application of New Strategies

*Transferring Learning Into Practice, Cognitive Reading Strategy Instruction in Grades 2-8*

**3.4x** Likelihood of teachers with coaching support to implement learned reading strategies versus non-coached teachers

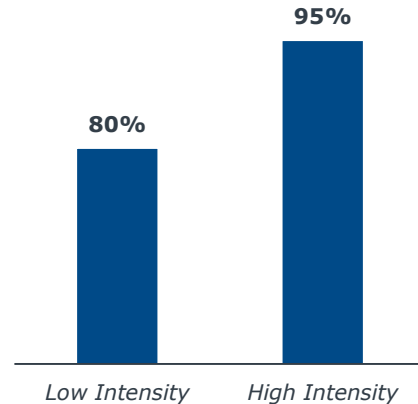
### Everyone Needs A Coach

“Even though [Tiger Woods] is the best golfer in the world, he cannot see his own swing...**No champion reaches the top, even with a natural gift, without coaching and mentoring.**

*Paul David Walker, Sports Writer*

### Coaching Intensity Impacts Change in Teacher Practice

*Percentage of Teachers Changing Practice Based on Coaching Intensity*



Low intensity = once or twice a semester  
High intensity = once or twice a month

# Insufficient Capacity Limits Coaching Impact

## On-Campus Coaching Left to Individuals with Many Responsibilities

### Responsibilities, Constraints of Typical Coaches...



#### Division Director

##### Primary Duties

- ✓ Divisional supervision
- ✓ School leadership

##### Secondary Duties

- ✓ Supervision of chairs, administrators
- ✓ Teacher, administrator evaluation, coaching, feedback



#### Department Chair

##### Primary Duties

- ✓ Departmental supervision
- ✓ Curriculum design, overview

##### Secondary Duties

- ✓ Elective, upper-level course instruction
- ✓ Teacher evaluation, coaching, feedback

### ...Results in Limited Coaching Capacity

1

#### Infrequent, Surface-Level Observations

Limited, short observations focused on basic teacher competencies: lesson plan preparation, timeliness

2

#### Delayed Feedback

Coaching, feedback delivered weeks after class observation; delay makes feedback less impactful, actionable for teacher

3

#### Limited, Brief Coaching Sessions

Biannual coaching conversations focused on basic teacher competencies; not geared towards substantial development



# Instructional Leaders Often Lack Coaching Skills

Great Teachers Promoted to Leadership Roles Without All Needed Skills

## Skills Necessary for Teaching, Instructional Leadership Roles

### Needed Skills in Teaching Roles

[ Building relationships with students ]

[ Content knowledge ]

[ Managing student behavior ]

----- [ Pedagogical knowledge ] -----

----- [ Comfort with department, colleagues ] -----

### Needed Skills in Instructional Leadership Roles

[ Coaching faculty ]

[ Team management ]

[ Delivery of feedback to colleagues ]

[ Teacher observation ]

## Department Chairs Struggling in Role Without Training

“A lot of people become department chairs because they’re good at teaching geometry, with sometimes very little carryover when it comes to management.”

*Director of Teaching and Learning, Grades 9-12 Coed Boarding School*



# Design a Coaching System to Support Excellence



## Increase Coaching Capacity, Effectiveness to Support Teachers

### Coaching Capacity



#### Increase Cadre of Coaches

- Deputize additional coaches to increase ability to support teacher development
- Offer third-party coaching for short-term, targeted support



#### Benefits

- Allows teachers to have more frequent, individualized coaching sessions, observations
- Provides intensive, targeted support to improve teacher practice in identified weakness areas

### Coaching Effectiveness



#### Provide Coaches with Ongoing Training

- Provide high-quality, regular coach training with opportunities to reflect, improve on coaching practice
- Integrate calibration of feedback, best practice sharing to increase consistency, quality of coaching practice



#### Benefits

- Develops system that gives coaches needed tools, strategies to promote excellence across school
- Ensures coaches share, learn, practice coaching strategies to maintain high quality skills

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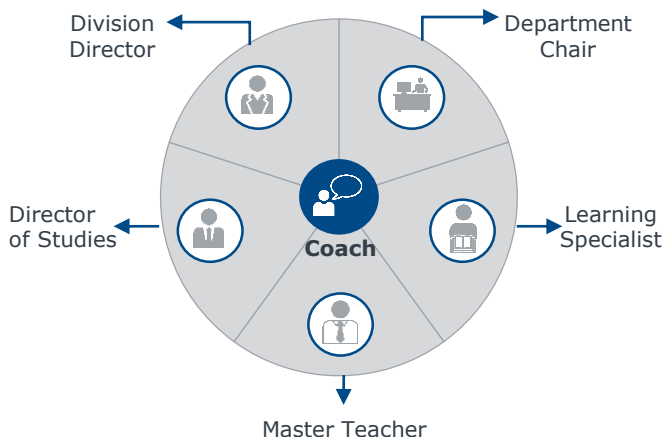
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# Shared Responsibility Expands Coaching Capacity

## Cannon School Recruits, Trains Key Instructional Leaders as Coaches



### Many Options Exist to Expand Coaching Capacity



### Effective Training Key to Coaching Success

#### 1 Provide Foundational Knowledge, Skills in Coaching

Coaches trained using Elena Aguilar's *The Art of Coaching*, student outcomes-focused curriculum

#### 2 Ensure Continued Coach Development Through Regular Training

Coaches trained every six weeks during department chair meetings or after school by Division Director, Academic Dean, Learning Specialist

### Increased Number of Coaches



# Greater Capacity Improves Coaching Experience

## Teachers Receive Increased Attention, Better Coaching

### Teachers Experience Increased Quantity, Quality as Coaching Numbers Expand

#### Improved Coach-Teacher Ratio

With more coaches, all teachers receive increased attention, more classroom observations



Number of yearly observations possible with expanded coaching capacity, up from 1-2 under previous system

#### Increased Feedback Quality

Lengthier post-observation sessions, sooner after observation takes place, increases the quality, actionability of feedback



Number of minutes per post-observation feedback session, within 48 hours of classroom observation

“This coaching concept was a great way for us to empower the teachers that we have to share their gifts with other teachers. Because if our most fabulous teachers are in their classroom being awesome, but their neighbor next to them is struggling, we need some of our fabulous teachers to help that teacher get better.”

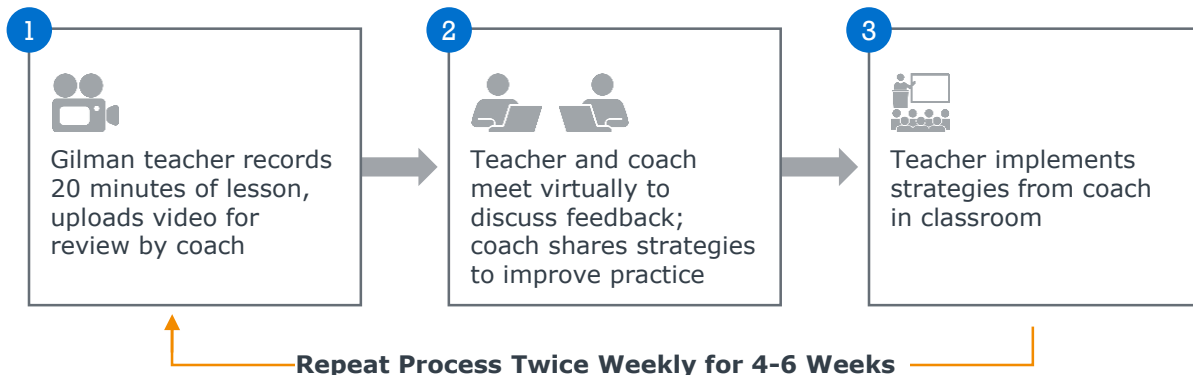
*Deb Otey, Head of Upper School, Cannon School*

# Third-Party Coaching Provides Added Capacity

Virtual Coaching Increases Frequency, Depth of Feedback at Gilman



## Virtual Coaching Process



## Vendor Spotlight: EdConnective



- Virtual coaching platform provides teachers with accessible instructional coaching focused on teacher actions to improve student outcomes
- EdConnective coaches have extensive classroom experience, trained in data-driven observation, feedback
- Observations, feedback based on We Will Skyrocket rubric focused on classroom culture, content mastery, rigor

# Intensity of Coaching Leads to Improvement

## Gilman Teachers Demonstrate Development with In-Depth Feedback

### Descriptive Feedback, Discrete Strategies Lead to Observable Change

#### Initial Observation

- Students looking away from teacher, talking to neighbor
- Students off task during independent reading

**60%** Students on task



#### Implemented Strategies



Tighter transitions



Count downs



SLANT<sup>1</sup> position



Turning and talking



#### Final Observation

- Students turned, talked about prompt
- Students sat in their “best SLANT positions” on the carpet during instruction

**95%** Students on task

“It is far too hard from a capacity standpoint for us to pull off the number of sessions and the intentionality of the sessions that we’re seeing through EdConnective.”

*Bartley Griffith, Assistant Head of School for Teaching and Learning,  
Gilman School*

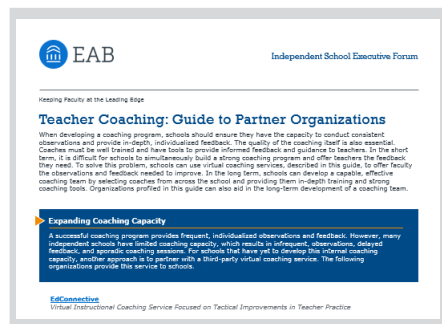
1) SLANT is an acronym for “Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker” developed by the University of Kansas.

# Teacher Coaching: Guide to Partner Organizations



## EAB Resource Highlighting Leading Organizations in Teacher Coaching

### Profiled Organizations Help to Expand Coaching Capacity, Create Coaching Program



#### Expanding Coaching Capacity



Virtual Coaching

#### Building an In-House Coaching Team



Tools



Trainings



#### Intended Users of this Resource



Directors of Teaching and Learning



Deans of Faculty



Academic Deans



Division Directors



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# Windward Provides Suite of Training for Coaches

## Department Chairs Engage in Continuous Coaching Skill-Building



### Windward's Coaching Program



#### Level-Setting Training

Chairs attend on-campus, off-campus workshops, conferences; include Elena Aguilar's *The Art of Coaching* workshop, participatory decision making training



#### Practical Application

Chairs role play coach-teacher meetings, practice how to deliver effective, critical feedback to teachers



#### Continuous Development

Chairs attend monthly lunch-time meetings with Director of Studies, reserved for practice, training, workshopping

### Benefits of Coaching Program



Provides all coaches with same research-based coaching basics



Gives coaches just-in-time expert training



Offers continuous forum for training, calibration through chair meetings



Allows coaches to refine new coaching skills before used on teachers



"In order for coaching to be maximized and to deliver on its potential, coaches will need formalized systematized structures in which to learn together."

Elena Aguilar

# Coaching Curriculum Selection Guide

Choose Your Coaching Curriculum Using EAB's Selection Guide and Tool

## EAB's Selection Guide Profiles Three Research-Based Coaching Curricula

**Elena Aguilar,**  
*Bright Morning Consulting*



**Jim Knight,**  
*Instructional Coaching Group*



**Robert Marzano,**  
*Marzano Research*



## Coaching Curriculum Selection Tool

*Highlights Ten Key Elements to Help Choose the Curriculum Best Suited to Your School's Context*

**Coaching Curriculum Selection Tool**

**Purpose of the Tool**  
The following decision matrix is designed to help schools select a curriculum to train coaches who will deliver, coach, and analyze, and monitor practice to make changes for the school. In this matrix, the highest score is 10, and a score of 5 indicates that the curriculum is not a good fit for the school and a coaching that the curriculum is not a good fit for the school. The chart below shows additional information on each of the three curricula.

**Step 1:** Choose an expert in each of the ten elements and enter a score from 0 (not important at all) to 10 (most important) in the right column.

**Step 2:** Select the curriculum that best fits the school's needs for each element. For example, if all three 4's have a weight of 5, the curriculum would be scored 4x5=20, Knight's, and Marzano's.

**Step 3:** Add up the weighted scores for each column. The highest scoring curriculum is the best fit for the school.

Curriculum	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6	Element 7	Element 8	Element 9	Element 10	Weighted Score
1. Designed an explicit practice to develop their practice	1	5	5	5	5	5	5	5	5	5	25
2. Develop curriculum that is used by all coaches	5	5	5	5	5	5	5	5	5	5	25
3. Curriculum that is a part of a practice of learning	5	5	5	5	5	5	5	5	5	5	25
4. Address an important practice, process, or skill	5	5	5	5	5	5	5	5	5	5	25
5. Address an important practice, process, or skill	5	5	5	5	5	5	5	5	5	5	25
6. Address an important practice, process, or skill	5	5	5	5	5	5	5	5	5	5	25
7. Address an important practice, process, or skill	5	5	5	5	5	5	5	5	5	5	25
8. Address an important practice, process, or skill	5	5	5	5	5	5	5	5	5	5	25
9. Address an important practice, process, or skill	5	5	5	5	5	5	5	5	5	5	25
10. Address an important practice, process, or skill	5	5	5	5	5	5	5	5	5	5	25

## Decision Matrix

EAB experts isolated the most important 10 elements of the three coaching curricula and created a simple decision matrix to help you select the best curriculum for your school.



## Intended Audience

This guide should be used by directors of teaching and learning, academic deans, deans of faculty, and division heads.

# Practice Essential for Coach Development

## Coaches Lack Opportunity to Apply Learning Before Application

### Elements of Effective Coach Training



“Since knowledge is situated in practice, it must be learned in practice. To propose otherwise would be like expecting someone to learn to swim on a sidewalk.”

*Deborah Ball & David Cohen, School of Education, University of Michigan*

# Adapt Instructional Rounds to Improve Coaching

## Use Rounds to Develop Observation Skills in Coaches



### Instructional Rounds Repurposed for Coach Training



#### Pre-Observation Preparation

- Head of school determines focus area for round
- Select classes to visit, determines length of observations



#### The Round

- Team of division heads conducts classroom observation with head of school
- Division heads take detailed observation notes



#### Post-Round Debrief

- Head of school, division heads meet following observation



#### Debrief at Cape Henry

- Division heads, head of school share observations notes, reflect on round
- Head of school leads discussion focused on developing descriptive, objective observational techniques
  - *E.g., What are students doing, saying? What is the evidence?*
- Group discusses observation, use role play to practice non-evaluative feedback delivery techniques
- Builds division head comfort with observation, feedback processes

# Rounds Improve Observation, Feedback Quality

## Coaches Learn to Provide Data-Driven, Objective Feedback

### Pre- and Post-Instructional Rounds Observation Notes

#### Pre-Rounds Observation Notes

Several students appear bored, disengaged

Some students talking to peers, not paying attention

Teacher ignores students who appear to be confused

*Incorporate specific evidence*

*Use non-judgmental statements*

*Employ descriptive language*

#### Post-Rounds Observation Notes

At 3:30, two students have their heads down on their desks

At 3:40, three students are discussing homework for another class

At 3:45, student raises hand to ask question, teacher continues with lesson without acknowledging student

“Like other skills, **learning to see and hear the particulars of teaching practice requires practice.** Like a muscle, it gets stronger with repetition and practice. The best way to strengthen the observation muscle is to observe lots of classrooms.”

*Elizabeth City et al., Harvard Graduate School of Education*

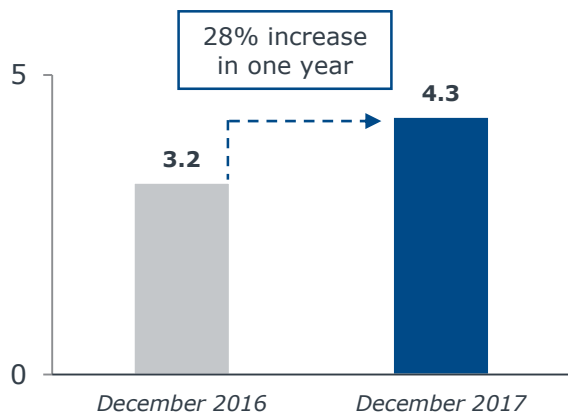
# Teachers Note Increase in Attention to Practice

## Rounds Lead to Increased Observations, Discussion About Teaching

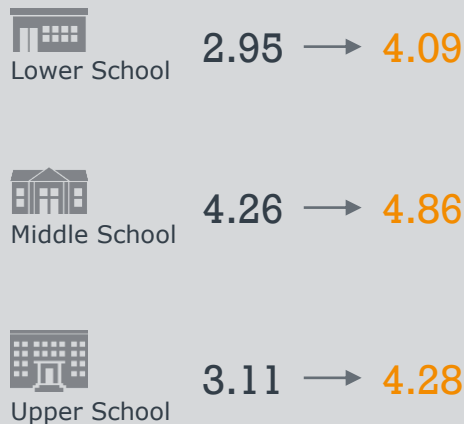
### Increased Frequency of Conversations About Practice

*Faculty Responses to "In the Last Six Months, Someone Has Talked to Me About My Progress"*

#### Overall Change in Faculty Response (2016-2017)



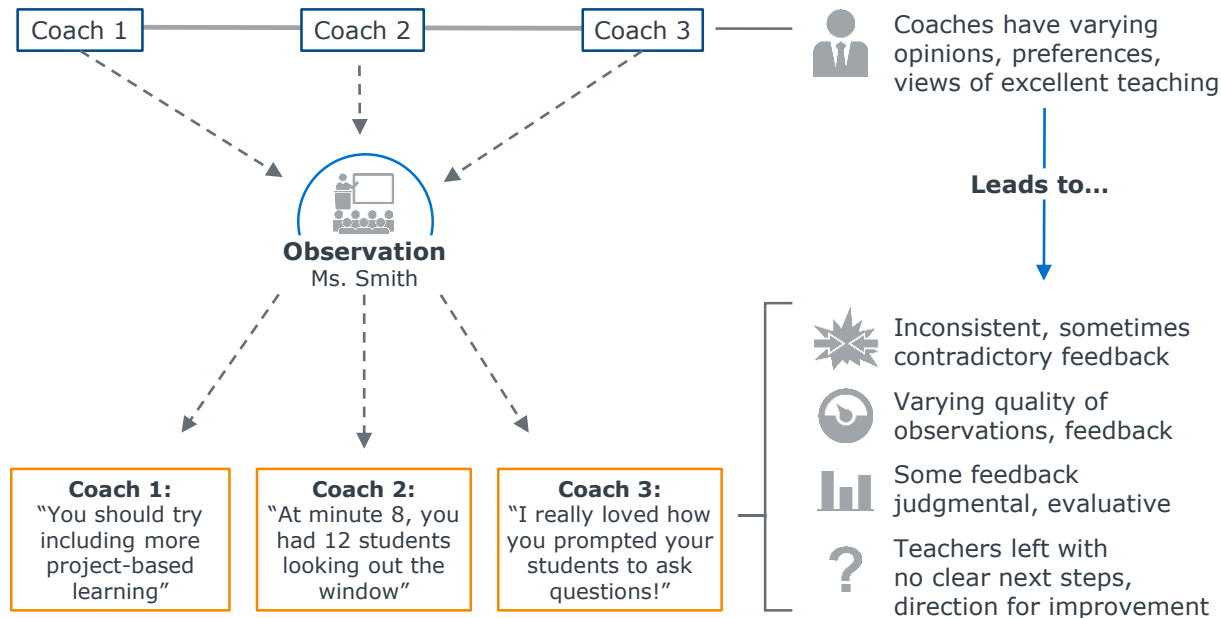
#### Change in Teacher Rating by Division (2016-2017)



# Different Backgrounds, Styles Impacts Coaching

## Lack of Consistency Among Coaches Creates Inaction Among Teachers

### Mixed Messages from Coaches





# Video-Based Discussion Calibrates Coaching

Facilitated Discussion Creates Shared Understanding, Expands Abilities

## Video-Based Discussion, Coaching Alignment Process at Fortridge Day School<sup>1</sup>



### Possible “Instructional Leaders” to Facilitate Calibration, Discussion



Division Directors



Academic Deans



Instructional Coaches



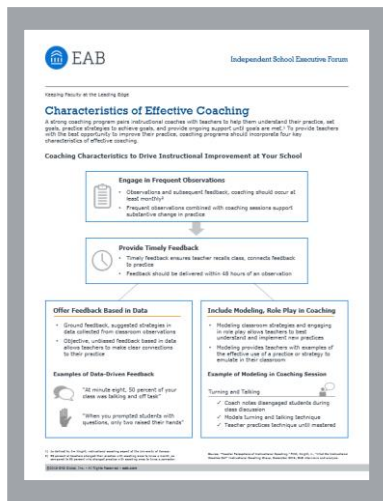
Teaching and Learning Specialists

1) Pseudonym for coed, K-12 boarding school.

# Characteristics of Effective Coaching Resource

## EAB Resource Establishing Guidelines for Successful Coaching

### Resource Outlines Key Characteristics to Drive Instructional Improvement



Frequent Observations



Timely Feedback



Feedback Based in Data



Modeling, Role Play

### Intended Users

*Designed to Help the Following Individuals at Your School*



Teaching and Learning Center



Deans of Faculty



Academic Deans



Division Heads



Department Chairs



Coaches, Master Teachers

## Build Coaching Capacity and Effectiveness



### **1 Include coaching for all teachers in professional development offerings**

Expand typical professional development offerings so that all teachers participate in regular, in-depth coaching interactions

### **2 Increase coaching capacity by including informal instructional leaders on coaching roster**

Look to master teachers as a source of additional coaching capacity, but also as a way to recognize strength, high quality of their teaching

### **3 Ensure high-quality coaching by offering research-based training, regular opportunities for practice**

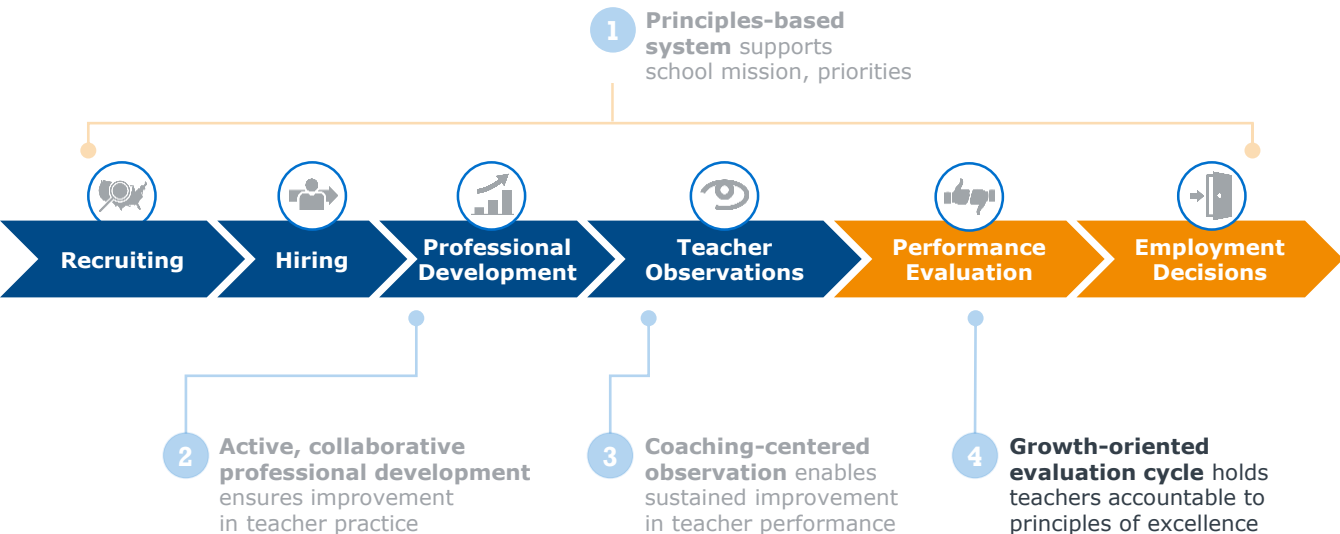
Offer research-based training to all coaches, along with regular, practice-oriented workshops and working groups, to maintain consistency and quality across coaches

# Keeping Faculty at the Leading Edge

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

**Thursday, June 7<sup>th</sup>** Co-Presented by University Prep

1:00pm-2:00pm EST



For questions or help registering for this webconference, please contact your Dedicated Advisor, Michal Abraham, at [mabraham@eab.com](mailto: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?

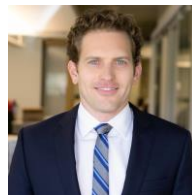
Connect with EAB Independent School Executive Forum Experts



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