TOPICS

① SCHOOL CONTEXT
② TYPICAL APPROACH
③ PROPOSED CHANGES
④ FIRST TWO YEARS: A CASE STUDY
⑤ DISCUSSION & TAKEAWAYS
OUR GOALS TODAY

▸ Have a great time.

▸ Share our experience.

▸ Draw on the expertise in this room.

▸ Think of ways to improve faculty development.
SCHOOL CONTEXT

- Co-Ed, Nonsectarian Day School with 800 students in PK3-12.
- Two-year process, led by a consultant and involving the entire school.
- Goal: to improve evaluation and better connect teaching excellence to compensation.
TYPICAL APPROACH
TYPICAL EVALUATION

▸ One Class
▸ One Observer
▸ One Writeup
▸ One Purpose
900

How many classes you teach in a year (180 x 5)
TYPICAL COMPENSATION
YEARS OF EXPERIENCE
+ MASTER DEGREE
NO CORRELATION WITH EFFECTIVE TEACHING
TYPICAL COMPENSATION

The Ideal

Teacher Effectiveness vs. Salary
TYPICAL COMPENSATION

The Reality

Correlation: -0.04

Salary

Teacher Effectiveness
How similar is this “typical approach” to your school’s process?

What keeps schools from making this better?
PROPOSED CHANGES
GUIDING PHILOSOPHY

▸ Growth Mindset
▸ Team Approach
▸ Formative
▸ Annual

WHAT DO THESE FOUR INDIVIDUALS HAVE IN COMMON?
6 Proposed Changes
PROPOSED CHANGES

1. Framework for Teaching
**Charlotte Danielson’s FRAMEWORK FOR TEACHING**

### DOMAIN 1: Planning and Preparation
- **1a** Demonstrating Knowledge of Content and Pedagogy
  - Content and the structure of the discipline
  - Prerequisite relationships
  - Content-related pedagogy
- **1b** Demonstrating Knowledge of Students
  - Child and adolescent development
  - Learning process
  - Special needs
  - Students' skills, knowledge, and language proficiency
  - Students' interests and cultural heritage
- **1c** Setting Instructional Outcomes
  - Value, sequence, and alignment
  - Clarity
  - Balance
  - Suitability for diverse learners
- **1d** Demonstrating Knowledge of Resources
  - For classroom use
  - To extend content knowledge and pedagogy
- **1e** Designing Coherent Instruction
  - Learning activities
  - Instructional materials and resources
  - Instructional groups
  - Lesson and unit structure
- **1f** Designing Student Assessments
  - Congruence with instructional outcomes
  - Criteria and standards
  - Design of formative assessments
  - Use for planning

### DOMAIN 2: The Classroom Environment
- **2a** Creating an Environment of Respect and Rapport
  - Teacher interaction with students, including both words and actions
  - Student interaction with students, including both words and actions
- **2b** Establishing a Culture for Learning
  - Importance of content and of learning
  - Expectations for learning and achievement
  - Student pride in work
- **2c** Managing Classroom Procedures
  - Instructional groups
  - Transitions
  - Materials and supplies
  - Performance of classroom routines
  - Supervision of volunteers and paraprofessionals
- **2d** Managing Student Behavior
  - Expectations
  - Monitoring student behavior
  - Response to student misbehavior
- **2e** Organizing Physical Space
  - Safety and accessibility
  - Arrangement of furniture and use of physical resources

### DOMAIN 3: Instruction
- **3a** Communicating With Students
  - Expectations for learning
  - Directions for activities
  - Explanations of content
  - Use of oral and written language
- **3b** Using Questioning and Discussion Techniques
  - Quality of questions/prompts
  - Discussion techniques
  - Student participation
- **3c** Engaging Students in Learning
  - Activities and assignments
  - Grouping of students
  - Instructional materials and resources
  - Structure and pacing
- **3d** Using Assessment in Instruction
  - Assessment criteria
  - Monitoring of student learning
  - Feedback to students
  - Student self-assessment and monitoring of progress
- **3e** Demonstrating Flexibility and Responsiveness
  - Lesson adjustment
  - Response to students
  - Persistence

### DOMAIN 4: Professional Responsibilities
- **4a** Reflecting on Teaching
  - Accuracy
  - Use in future teaching
- **4b** Maintaining Accurate Records
  - Student completion of assignments
  - Student progress in learning
  - Noninstructional records
- **4c** Communicating with Families
  - Information about the instructional program
  - Information about individual students
  - Engagement of families in the instructional program
- **4d** Participating in a Professional Community
  - Relationships with colleagues
  - Participation in school and district projects
  - Involvement in culture of professional inquiry
  - Service to the school
- **4e** Growing and Developing Professionally
  - Enhancement of content knowledge and pedagogical skill
  - Receptivity to feedback from colleagues
  - Service to the school
- **4f** Showing Professionalism
  - Integrity/ethical conduct
  - Service to students
  - Advocacy
  - Decision-making
  - Compliance with school and district regulations

[http://teecc.illinoisstate.edu/companionresources/danielsonframeworkforteaching/](http://teecc.illinoisstate.edu/companionresources/danielsonframeworkforteaching/)
PROPOSED CHANGES

1. Framework for Teaching
2. Peer Observations (2x)
3. Weekly Walkthroughs
PROPOSED CHANGES

1. Framework for Teaching
2. Peer Observations
3. Weekly Walkthroughs
4. Team Approach
current process

Teacher

Department Chair
new process

Teacher

Division Head

Department Chair

Academic Dean
PROPOSED CHANGES

1. Framework for Teaching
2. Peer Observations
3. Weekly Walkthroughs
4. Team Approach
5. Student Survey
Research shows that student surveys...

- "are predictive of student achievement."
- "produce more consistent results than classroom observations."
- "can provide feedback for improvement."

k12education.gatesfoundation.org/download/?Num=2504&filename=Asking_Students_Practitioner_Brief.pdf
STUDENT SURVEY

• Division-Specific & Created by Faculty
• Taken Anonymously each November
• Formative, not Summative, Feedback
• Pilot Year 2017-18 & Optional Sharing

DIVISION QUESTIONS + DEPARTMENT QUESTIONS + TEACHER QUESTIONS
PROPOSED CHANGES

1. Framework for Teaching
2. Peer Observations
3. Weekly Walkthroughs
4. Team Approach
5. Student Survey
ANNUAL FACULTY DEVELOPMENT MODEL
ANNUAL FACULTY DEVELOPMENT

1. August - September
   - Select Domain Goals
   - Establish Peer Partner
   - Weekly Walkthroughs

2. October - December
   - Weekly Walkthroughs
   - Peer Observations
   - Student Survey

3. January - February
   - Formal Observation
   - Written Evaluation
   - Mid-Year Team Meeting

4. March - May
   - Weekly Walkthroughs
   - Peer Observations
   - End-of-Year Team Meeting
PROPOSED CHANGES

1. Framework for Teaching
2. Peer Observations
3. Weekly Walkthroughs
4. Team Approach
5. Student Survey
6. Annual Compensation
## COMPENSATION & GROWTH

Based on the Annual Faculty Development process

<table>
<thead>
<tr>
<th>0–0.5x Annual Salary Increase</th>
<th>1.0x Annual Salary Increase</th>
<th>1.5–2.0x Annual Salary Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example, a 2% salary increase would be 0–1%</td>
<td>For example, a 2% salary increase would be 2%</td>
<td>For example, a 2% salary increase would be 3–4%</td>
</tr>
</tbody>
</table>

**Estimated Annual Distribution**
(Not a Bell Curve or a Fixed Limit)
COMPENSATION & GROWTH

Based on the Annual Faculty Development process

Assuming an approved base salary increase of 2% each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary (Year 0)</th>
<th>Salary (Year 1)</th>
<th>Salary (Year 2)</th>
<th>Salary (Year 3)</th>
<th>Salary (Year 4)</th>
<th>Salary (Year 5)</th>
<th>Salary (Year 6)</th>
<th>Salary (Year 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 0</td>
<td>$55,000.00</td>
<td>$55,000.00</td>
<td>$55,000.00</td>
<td>$55,000.00</td>
<td>$55,000.00</td>
<td>$55,000.00</td>
<td>$55,000.00</td>
<td>$55,000.00</td>
</tr>
<tr>
<td>YR 1</td>
<td></td>
<td>$64,416.49</td>
<td>$64,416.49</td>
<td>$64,416.49</td>
<td>$64,416.49</td>
<td>$64,416.49</td>
<td>$64,416.49</td>
<td>$64,416.49</td>
</tr>
<tr>
<td>YR 2</td>
<td></td>
<td>$69,619.31</td>
<td>$69,619.31</td>
<td>$69,619.31</td>
<td>$69,619.31</td>
<td>$69,619.31</td>
<td>$69,619.31</td>
<td>$69,619.31</td>
</tr>
</tbody>
</table>
Which of these components have the most value to you?

What challenges do you predict in our implementation?
FIRST TWO YEARS: A CASE STUDY
ANNUAL FACULTY DEVELOPMENT

1. **August - September**
   - Select Domain Goals
   - Establish Peer Partner
   - Weekly Walkthroughs

2. **October - December**
   - Weekly Walkthroughs
   - Peer Observations
   - Student Survey

3. **January - February**
   - Formal Observation
   - Written Evaluation
   - Mid-Year Team Meeting

4. **March - May**
   - Weekly Walkthroughs
   - Peer Observations
   - End-of-Year Team Meeting
CASE STUDY: DEVELOPMENT

- **Danielson Model** has provided a common language for goal setting and midyear review meetings.

- **Weekly Walkthroughs** have been more manageable and less intrusive or worrying than first imagined.

- **Midyear Meetings** have been positive and helped teachers feel more supported and recognized.
CASE STUDY: DEVELOPMENT

- **Student Survey** was created from teacher input, piloted by volunteers, and is now being given this year.

- **Peer Partners** will begin in spring semester of 2019, so as to not take on too much at once.

SO FAR, SO GOOD! And then...
CASE STUDY: COMPENSATION

Lump Sum Award and Public Recognition for Top 20% of Teachers, as determined by the Annual Faculty Development.
Nearly all US faculty are opposed to the proposed lump-sum award.

Concerns of who decides, how many recipients, and general divisiveness.

Faculty have explored ways of forming alliances where they split the award.

Great teachers have asked not to be considered.
CASE STUDY: NEXT STEPS

- **Complete the rollout**, including the student surveys and peer partners.
- **Consider modifying the award** by
  - Eliminating public recognition.
  - Having various award amounts, to acknowledge more faculty.
- **Gather faculty feedback** through anonymous surveying.
DISCUSSION & TAKEAWAYS
DISCUSSION

▸ How do you recognize your best teachers without hurting the feelings of your pretty good teachers?

▸ How do you connect evaluation to compensation without corrupting the development process?

▸ Do the benefits of compensating excellence outweigh the costs?
TAKEAWAYS

What’s one aspect from today’s session that you could implement at your school?

How might you build capacity for this at your school? What are the pitfalls to avoid?
THANKS!

Rate us on the FCIS App!

BFLEMING • EJOHNSON • BLEWTON

@COMMUNITYSCHOOLNAPLES.ORG
APPENDIX: IMPACTFUL BOOKS

Kim Marshall
Rethinking Teacher Supervision and Evaluation
How to Work Smart, Build Collaboration, and Close the Achievement Gap
Second Edition

The Three-Minute Classroom Walk-Through
Changing School Supervisory Practice One Teacher at a Time
Carolyn J. Downey
Betty E. Steffy • Fenwick W. English
Larry E. Frase • William K. Poston, Jr.
Domain 1: Planning & Preparation

Domain 1 Competencies

- Aligns curriculum goals and instructional outcomes with department expectations
- Posts and maintains curriculum maps. Demonstrates use of maps for short and long range planning
- Displays knowledge of subject matter and important concepts
- Has teaching materials and equipment aligned to instructional goals ready at class time
- Uses time, materials, resources and technology appropriately
- Understands age appropriate pedagogy and cognitive structures that ensure student understanding
- Plans lessons responsive to students' learning and developmental needs of each student to differentiate instruction
- Designs lessons that are coherent, relevant, stimulating and engaging
- Assesses student learning appropriately, with clear criteria for assessing student work in congruence with instructional outcomes
- Uses clear and effective visuals for communication: Technology (including LMS), bulletin board, handouts, rubrics, exemplary models, etc.

Comments:
APPENDIX: STUDENT SURVEY

Proposed US Class Survey 17-18

Unless otherwise noted in brackets, each question uses a Likert scale: Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.

Introduction
1. Who is your teacher? [Dropdown Menu]
2. What is the name of your class? [Dropdown Menu]

Teaching
3. My teacher knows a lot about his/her subject
4. My teacher is excited about his/her subject
5. My teacher has high expectations for his/her students
6. My teacher is good at explaining new ideas
7. My teacher uses a variety of instructional strategies to help me learn
8. My teacher regularly posts online resources for when I’m absent or need extra help

Course
9. I am learning a lot in this class
10. I usually look forward to coming to this class
11. This class has made me more interested in the subject material
12. This class is structured and well-organized
13. This class moves at a good pace (not too fast or too slow)
14. This class has purposeful assignments that help me learn the material
15. This class has tests/quizzes that are good measures of my learning

Caring
16. My teacher cares about me as a person
17. My teacher is fair and respectful toward students
18. My teacher is positive and encouraging toward students
19. My teacher is approachable and available outside of class for help

Overall
20. I would recommend this class to my friends
21. I would recommend this teacher to my friends
22. Any additional feedback on this course or any of your responses above? [Text Box]

In August, faculty worked in small groups to answer the question: “What does great teaching look like?”

Answers were grouped by theme and survey questions were generated from the responses.

Principal administered it in his own class and the results were shared.

Teachers then had the chance to try it out, with about ~10 doing so.

Further piloting may include department chair discussion/edits and full faculty discussion/edits.

Eventual goal is to make student survey mandatory, with results going to the teacher, department chair, and administration.