“What if we don’t change at all ... and something magical just happens?”
Personalizing the Path to Leadership and Professional Growth

Tara Montague, Ben Ketchum, Sean Nolan & Laura Krentel

NAIS Annual Conference 2018
We’ve got a problem.
Challenges

- Traditional Process
- Undifferentiated – Treats all teachers the same
- Infrequent
- Non-informative over time and often inconsequential with regards to outcomes
- Concentrated (beginning and/or end of year) with substantial time commitments.
- Inconsistent from year to year
- Not always an authentic reflection of a teacher’s body of work
HOW ARE YOU DOING ON YOUR UNSPOKEN OBJECTIVES?

MY WHAT?

I'M REFERRING TO THE GOALS I HAVE IN MY MIND THAT I'VE NEVER MENTIONED.

HOW ARE THOSE GOING?

I'M TOTALLY NAILING THEM.
I WANT THE WORLD

I WANT THE WHOLE WORLD
Questions We Asked Ourselves

- What is quality teaching?
- What is quality teaching at NPS?
- What is professional development?
- What has worked well in the past? What doesn’t?
- What are other schools doing?
- How can we do our jobs well, nurture our careers, and maintain our sanity?
Characteristics of Professional Excellence at NPS

- Compassion
- Balancing academic progress with SEL
- Demonstrate grace, respect, and effort
- Teach with enthusiasm
- Differentiate instruction
- Developmentally appropriate standards
- Demonstrate life long learning through PD
- Service learning
- Effective parent communication
3 Cycle System

Traditional

Curricular

Independent Study
4th Grade Stained Glass Mural
Research
Remember, as you teach, you should keep in mind: data about your students, the Gradual Release Model, the Multiple Intelligences... The learning styles of your students, Maslow's Hierarchy of Needs, Costa's Levels of Questioning, Bloom's Taxonomy, S.U.C.C.E.S.S. Strategies, Character Education, G.R.I.T., Slant, Differentiated Instruction... The standard standardized standards, STEM, Technology Use, Accommodations, formative and summative assessment, cooperative learning, interdisciplinary units, VAM, and our Evaluation System! You have just rendered teaching cognitively impossible.
Reset - Refresh - Renew
“CULTIVATING” THE UNIT PLAN – DEPTH VS. WIDTH

January 21, 2018

This picture above/below (that is somehow cut off and I can’t figure out why...ha!) captures what I’m exploring as an educator right now. How do we simplify our own lives and our...
Outcomes

- Encouraged a school culture that values excellence and continual growth
- Created a space for meaningful conversation with faculty about teaching and professional development
- Gave the teacher greater control of his/her learning
- Faculty shared cycle projects with fellow teachers.
- Streamlined the overall evaluation process and provided depth, validity, and authenticity to the practice
What Different Generations Look for When Applying for a Job

According to a survey of 1,700 U.S. workers.

PERCENTAGE RESPONDING “EXTREMELY IMPORTANT”

<table>
<thead>
<tr>
<th></th>
<th>Baby Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to learn and grow</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Quality of manager</td>
<td>75</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Quality of management</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Interest in the type of work</td>
<td>25</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Opportunity for advancement</td>
<td>25</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>Overall compensation</td>
<td>50</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>Organization encourages creativity</td>
<td>75</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Organization is a fun place to work</td>
<td>100</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Informal work environment</td>
<td>25</td>
<td>50</td>
<td>75</td>
</tr>
</tbody>
</table>

SOURCE GALLUP
Can you share what is was about your school that first persuaded you to accept a teaching position there?

Opportunities for leadership and growth (35%)
Values and or mission (18%)

What factors have played the most significant role in your decision to remain at your school?

Connection with faculty and colleagues (35%)
Supported and valued by leadership (17%)
Opportunities for growth as a teacher (17%)
Aside from salary increase, what single factor might make it more likely that you would stay at your school?
Opportunities for leadership 27%
Opportunities for growth as a teacher 14%
Supported and valued by leadership 11%

If I am still working at my school in five years from now it will likely be because....
Professional Opportunity/Advancement? Growth opportunity 31%
Administrative/faculty support/autonomy 24%
Community/Connections/Connectedness 22%
General Happiness 15%
Who wants change?

Who wants to change?

Who wants to lead the change?
Top Tips

- Don’t reinvent the wheel!
- Communication Roll-out
- Pilot Program = Palatable
- Give yourself talking points
- Show up!
- Begin and end with gratitude
- Reflect before, during, and after
- Give it time.
Commendations

- “I felt the freedom to choose an area of focus about which I’m passionate.”

- “I was able to choose a goal that had a direct impact on the curriculum and students I teach.”

- “I appreciated that I could talk through my goals with administrators and learn of other teachers who could support me in my goal work.”
2017 Tweaks

- Reworded descriptions of Cycles 2 and 3

- Built in additional check-ins with Division Directors as needed.
#1 Recommendation for 2018-2019

Mentor program.
Contact us:

- Tara Montague: tmontague@nps-dc.org
- Ben Ketchum: bketchum@rpds.com
- Sean Nolan: snolan@nps-dc.org
- Laura Krentel: ladidak@gmail.com