GROWING TOGETHER

A Case Study in Faculty Evaluation, Development, & Compensation

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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
SCHOOL CONTEXT

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

▸ One Class
▸ One Observer
▸ One Feedback
▸ One Purpose
TYPICAL COMPENSATION
YEARS OF EXPERIENCE
+ MASTER DEGREE
NO CORRELATION WITH EFFECTIVE TEACHING
Typical Compensation

The Ideal

Graph showing a positive correlation between teacher effectiveness and salary.
PROPOSED CHANGES
GUIDING PHILOSOPHY

▸ Growth Mindset
▸ Team Approach
▸ Formative
▸ Annual

PROPOSED CHANGES

1. Framework for Teaching
2. Peer Observations
3. Informal 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. Informal 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.”
STUDENT SURVEY

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

DIVISION QUESTIONS + DEPARTMENT QUESTIONS + TEACHER QUESTIONS
ANNUAL FACULTY DEVELOPMENT

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

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

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

4. March - May
   - Informal Walkthroughs
   - Peer Observations
   - End-of-Year Team Meeting
ANNUAL FACULTY DEVELOPMENT

1. August - September

- **Select Domain Goals**
  - From the Danielson Framework, teachers identify 2-3 components for their yearly goals and share with their faculty leader.

- **Establish Peer Partner**
  - Teachers will be paired with another teacher who shares one of their goals. Initial meeting to discuss.

- **Informal Walkthroughs**
  - Once a week, faculty and division leaders will observe each teacher for 3-5 minutes and provide supportive, positive feedback afterwards.
Informal Walkthroughs
- These continue on a weekly basis.

Peer Observations
- With an eye toward their shared goal, peer partners will observe each other’s class and debrief during a casual lunch meeting.

Student Survey
- In November, teachers will administer student surveys. Surveys will be created by teachers and will include division, department, and teacher questions.
January - February

- **Formal Observation**
  - Faculty leaders will observe each teacher for a full class, with an eye toward the selected goals.

- **Written Evaluation**
  - Using both the formal and informal observations, faculty leaders will write a narrative evaluation that speaks to the entire Danielson Framework.

- **Mid-Year Team Meeting**
  - Faculty leaders will share their written evaluation with the teacher, reflect on their growth up to this point, and set goals for the remainder of the year.
Informal Walkthroughs
- These continue on a weekly basis.

Peer Observations
- Another pair of peer observations.

End-of-Year Team Meeting
- Faculty leaders will meet with each teacher to reflect on their growth and goals. Suggestions for summer PD or future goals are possible.
PROPOSED CHANGES

1. Framework for Teaching
2. Peer Observations
3. Informal Walkthroughs
4. Team Approach
5. Student Survey
6. Annual Compensation
COMPENSATION & GROWTH
Based on the Annual Faculty Development process

0-0.5x Annual Salary Increase
For example, a 2% salary increase would be 0-1%

1.0x Annual Salary Increase
For example, a 2% salary increase would be 2%

1.5-2.0x Annual Salary Increase
For example, a 2% salary increase would be 3-4%

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.

Year | Base Salary | Adjusted Salary
--- | --- | ---
YR 0 | $55,000.00 | $55,000.00
YR 1 | $55,000.00 | $69,619.31
YR 2 | 2x | $64,416.49
YR 3 | 2x |
YR 4 | 2x |
YR 5 | 2x |
YR 6 | 2x |
YR 7 | 2x |
YEAR ONE: CASE STUDY
ANNUAL FACULTY DEVELOPMENT

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

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

3. January - February
   - Informal Walkthroughs
   - Peer Observations
   - Written Evaluation
   - Mid-Year Team Meeting

4. March - May
   - Informal 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 and piloted in a handful of classrooms on a voluntary basis.

- **Peer Partners** will be implemented in 18-19, with the goal of further enhancing the development process.

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.
CASE STUDY: COMPENSATION

- 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.
- Gauge faculty support through anonymous surveying.
DISCUSSION & TAKEAWAYS
DISCUSSION

▸ How do you set the initial salary for teachers new to your school?

▸ 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 outweigh the costs?
THANKS!

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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.
APPENDIX: MIDYEAR REVIEW
Four narrative sections, based on the Danielson Domains

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:
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]

APPENDIX: STUDENT SURVEY

▸ 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.