

# Attracting, Keeping, and Growing Exceptional Faculty

Facilitated BY:

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## Objectives: For participants to have...

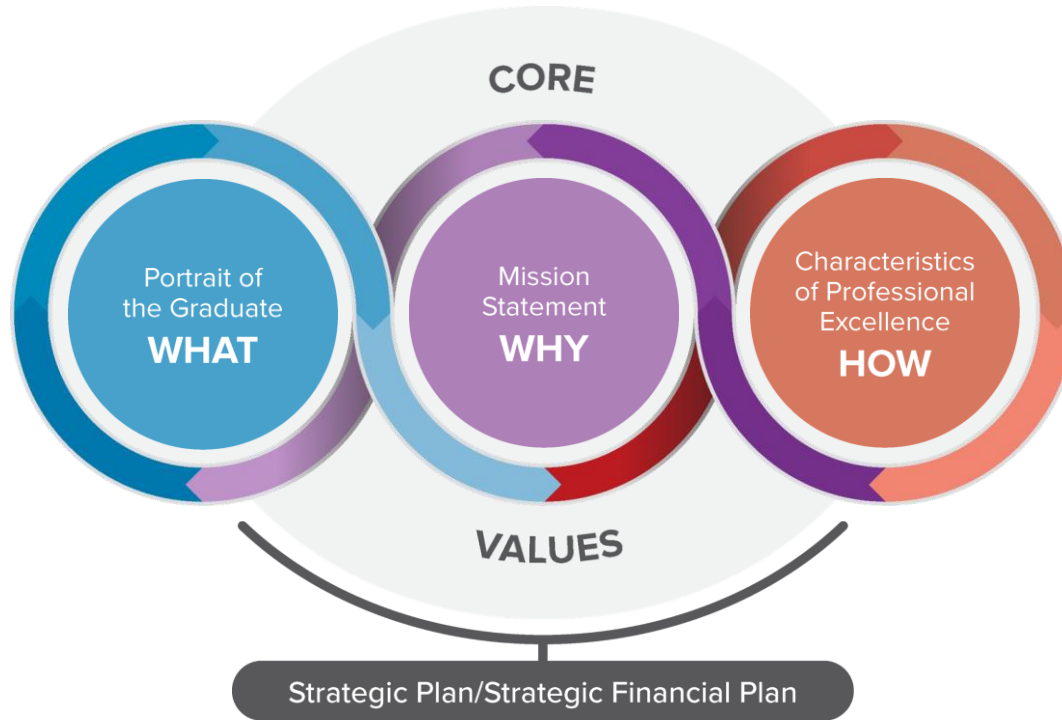
- An understanding of the **critical relationships** between leadership, faculty culture, and student performance
- An understanding of how this **comprehensive framework** for evaluating faculty and supporting their growth resolves many of the challenges you've likely faced
- **Actionable** take-aways



“Schools can’t become the best places for students to learn and grow unless we make them **the best places for teachers to work and grow.**”

-Julie Hassan

# Purpose and Outcome Statements



# Managing Complex Change

|        |   |        |   |            |   |           |   |             |   |             |
|--------|---|--------|---|------------|---|-----------|---|-------------|---|-------------|
| Vision | + | Skills | + | Incentives | + | Resources | + | Action Plan | = | CHANGE      |
| X      | + | Skills | + | Incentives | + | Resources | + | Action Plan | = | CONFUSION   |
| Vision | + | X      | + | Incentives | + | Resources | + | Action Plan | = | ANXIETY     |
| Vision | + | Skills | + | X          | + | Resources | + | Action Plan | = | RESISTANCE  |
| Vision | + | Skills | + | Incentives | + | X         | + | Action Plan | = | FRUSTRATION |
| Vision | + | Skills | + | Incentives | + | Resources | + | X           | = | DIFFUSION   |

Adapted from Knoster, T. (1991)

The “**why**” for  
Faculty Growth and  
Evaluation is the  
**impact of faculty  
culture** on your  
school and your  
students.





The **primary responsibility** of an academic leader is to support the faculty in their ability to deliver the mission with excellence with **satisfaction and enthusiasm.**



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**So what is an effective  
teacher anyway?**



# Reflect: What is effective teaching?

Think about your **most effective** teachers when you were in school.

What was it that made them effective (from your viewpoint at that age as a student)?

Jot down the first 5 to 8 words or phrases that come to mind.



# Reflect: What is ineffective teaching?

Think about your **least effective** teachers when you were in school.

What was it that made them ineffective (from your viewpoint at that age as a student)?

Jot down the first 5 to 8 words or phrases that come to mind.



**Compare your lists with a partner.**



What do you observe about your two lists?  
What are the themes?

# Chances are, your lists looked something like this...

## Effective

- ☐ Saw me / knew me
- ☐ Caring / empathetic
- ☐ Organized
- ☐ Knew their stuff
- ☐ Funny
- ☐ Believed in me
- ☐ Clear/high expectations
- ☐ Passionate

## Ineffective

- ☐ Mean, harsh, angry
- ☐ Boring
- ☐ Disorganized
- ☐ Moody/ inconsistent
- ☐ Played favorites / unfair
- ☐ “Just doing a job”
- ☐ Made us feel bad
- ☐ Uncaring

# Faculty Culture

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# ISM Research on Faculty Culture: Predictability and Support

- A **predictable** and **supportive** environment is the primary predictor of student performance, satisfaction, and enthusiasm.
- A **growth-oriented** faculty culture is a key variable in school viability and success.





# Predictability and Support

- **Predictability:** An emotionally stable environment where rule/reward systems are clear and fair at all levels; and responses from people can be anticipated and consistent.
- **Support:** Leadership/teachers are there to serve, desires success for everyone, and the community sees them as being “on my side.”



Did we see predictability and support in the two lists we created?

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# **Assessing Faculty Culture and the Student Experience**

# ISM Research Question:

Imagine you could choose to go to any school. From your perspective as a student, what are the three things that matter most to you that you would look for in the school?

## Top Three

1. Atmosphere / Culture / **Sense of community**
2. **Student-teacher relationships** (support)
3. **Fairness and structure** (predictability)



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# **Faculty Satisfaction Surveys and Interviews**

## What are the two or three most important factors you consider when choosing a place of employment?

| <b>Factors</b>                                   | <b>Percentage of teachers who cited this as a factor</b> |
|--|--|
| <b>Faculty culture / school atmosphere</b>       | 75%  |
| <b>Quality supportive and predictable leader</b> | 52.5%  |
| Pay and benefits                                 | 34.5%  |
| Mission / purpose of the school                  | 32%  |
| Opportunities for professional growth            | 21%  |
| School location and proximity to home            | 11.5%  |
| Autonomy   | 11%  |

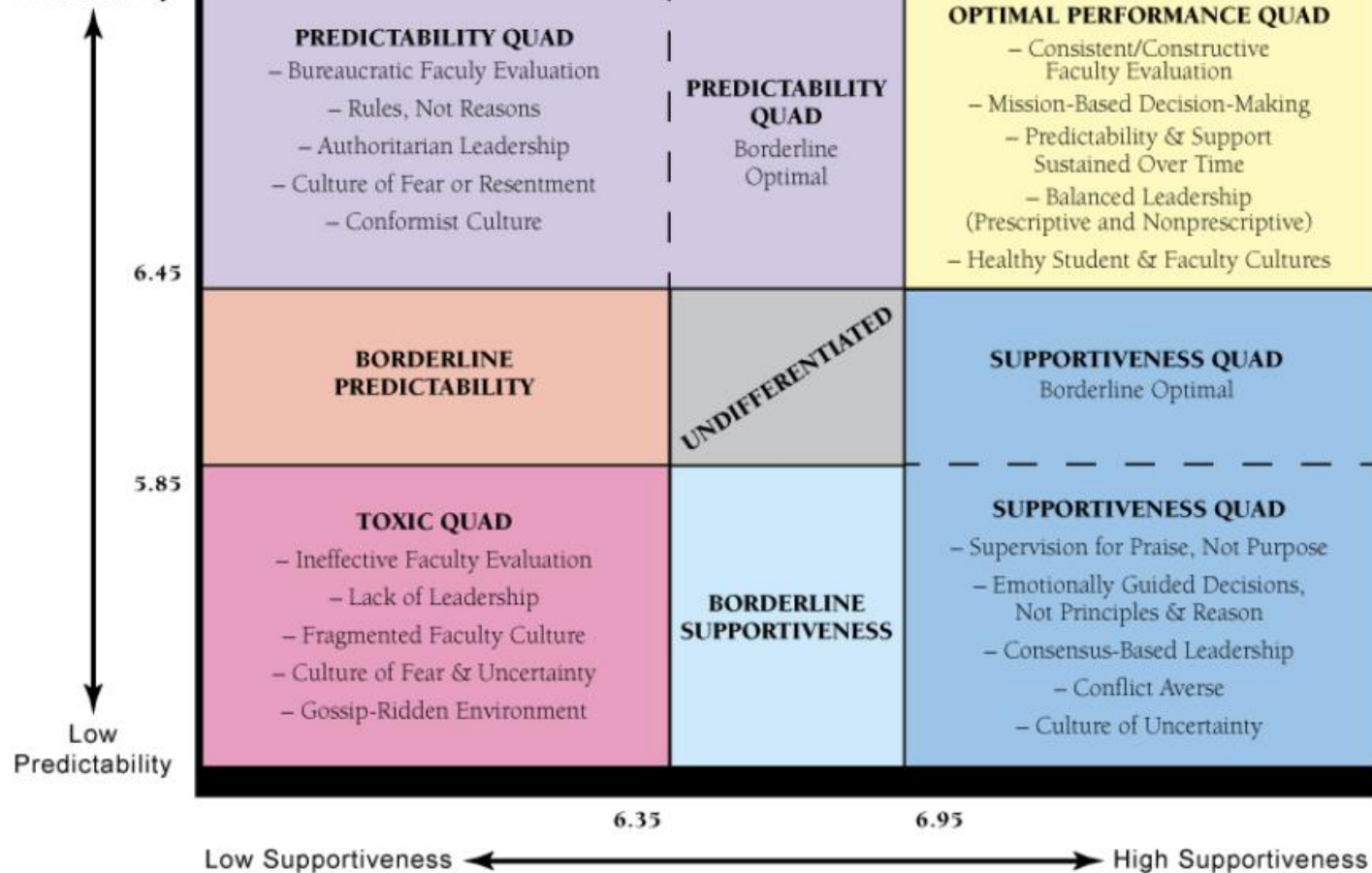
# ISM's Faculty Experience Survey

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High  
Predictability

## The ISM Faculty Experience Matrix



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# **ISM's Faculty Growth and Evaluation Framework: Evaluation**

**Consider:**  
How do our teachers  
know what's  
expected of them?



# Discussion

1. What is the **purpose** of faculty evaluation?
1. What are the primary **mechanisms** we use to evaluate teachers?
1. What are some of the **challenges** we have traditionally faced with faculty evaluation?



# Purpose of Faculty Evaluation

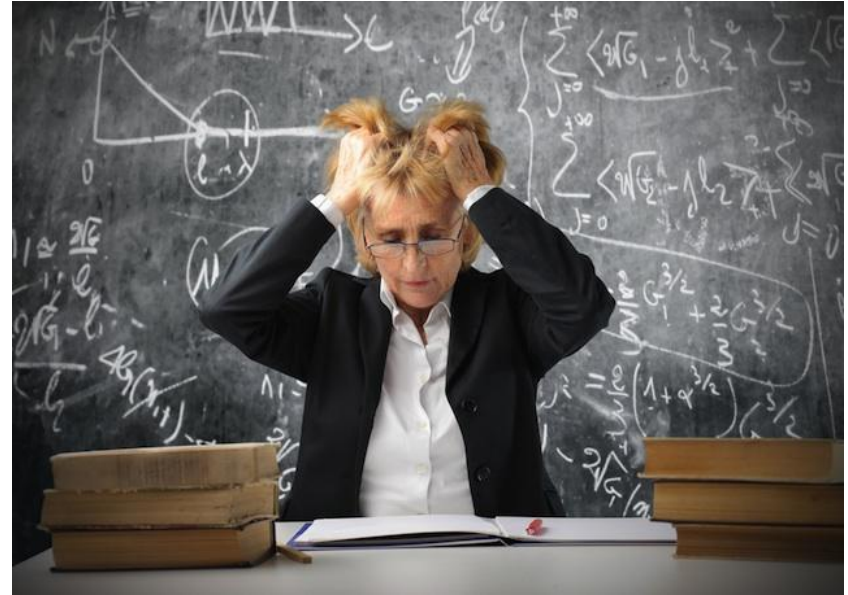
- To provide the clear expectations, **predictability**, and accountability your teachers want and deserve
- To ensure that **every teacher** is meeting the school's high expectations of professionalism as an employee, colleague, and educator, and to ensure these expectations continue to be met **every year**
- To provide **legal protection** should nonrenewal or dismissal be required, by documenting use of uniform expectations and corrective action efforts

# Challenges

- Doesn't improve teacher performance or drive growth
- Too simplistic or too complicated
- Top-Down: Not seen as fair or valuable to teachers
- Not enough time for administrators to sustain
- Changes with each new trend—it's unpredictable
- Emphasis is on **rating** and **judging** instead of fostering a predictable environment of excellence where growth can occur



Regardless of the cause,  
**poorly implemented  
teacher evaluation  
systems can drive  
faculty to feel  
threatened** or create a  
sense of unfairness that  
undermines the faculty  
culture.



## This framework:

- is based on the belief that the primary responsibility of academic administrators is to support the faculty in delivering the mission with excellence;
- trusts in the professionalism of the faculty; and
- **uncouples growth and evaluation.**

# Separate Growth from Evaluation

| Evaluation   | Growth   |
|--|--|
| Essential expectations   | Self-reflection  |
| Annual review  | Goal-setting   |
| Binary: Meeting or not meeting                                 | Risk-Taking: Failure is embraced as a learning opportunity |
| Connected to contract renewal, corrective action, or dismissal | <b>Observation</b>   |
|  | Data collection  |
|  | Ongoing Conversations: Coaching and mentoring              |
|  | Not evaluated; not connected to contract renewal           |

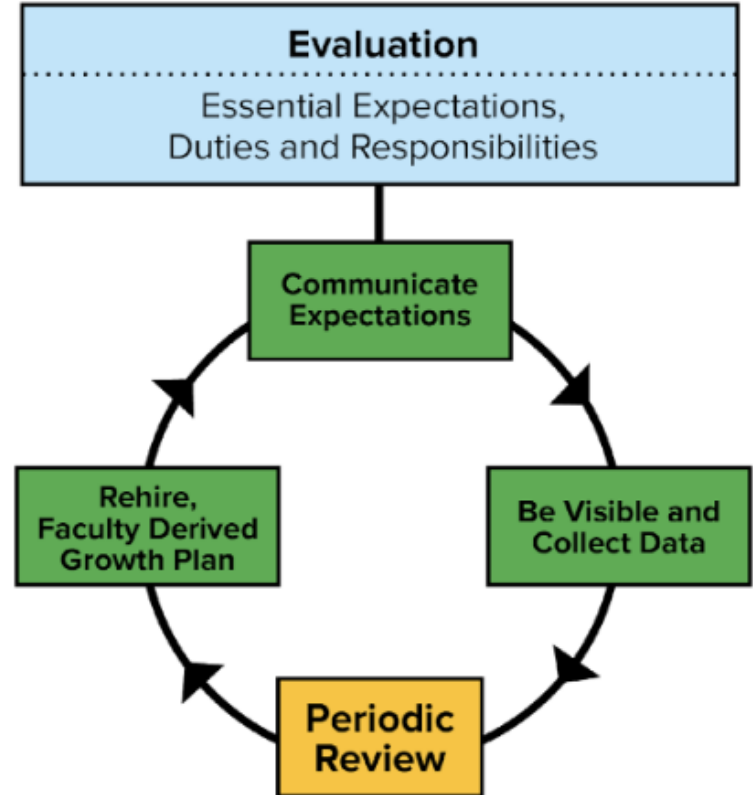
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# **Evaluation**

Meeting or Not Meeting  
Essential Expectations

# Evaluation Cycle

- Mission-Based
- Growth-Focused
- Predictable and Supportive
- Student-Centered



# Essential Expectations Are:

- higher order descriptions of **professionalism**;
- **school-wide**;
- **applicable** to *all* faculty;
- so **critical** that failure to meet them must be immediately addressed;
- **binary meeting or not meeting**: Not meeting them will ultimately result in corrective action, and/or dismissal; and
- **met by the vast majority** of your teachers.





# CDS's Essential Expectations for Teachers

1. Overtly support and act accordingly with the Charleston Day School's **mission and objectives**.
2. Foster a **safe, predictable, and supportive environment** for students.
3. Interact with colleagues in a respectful and collegial manner that fosters a **healthy school culture**.
4. Embrace and reflect school's commitment to **equity and inclusion**.
5. Employ research-informed instructional strategies that result in **meaningful and enduring student learning**.
6. Effectively carry out **additional assignments** as agreed upon with your division head.
7. Uphold **professional standards** of personal presentation, punctuality, professional courtesy, and discretion.
8. Maintain professional **credentials**, as appropriate.
9. Honor the **confidentiality** of school, student, and family information.
10. Comply with the **policies and procedures** as articulated in the school's Employee Handbook.
11. **Authentically engage in self-reflection and development of a growth and renewal plan. This includes written goals and progress toward them.**

# CDS's Essential Expectations for Staff

1. Overtly support and act accordingly with the Charleston Day School's **mission and objectives**.
2. Foster a **safe, predictable, and supportive environment** for students.
3. Interact with colleagues in a respectful and collegial manner that fosters a **healthy school culture**.
4. Embrace and reflect school's commitment to **equity and inclusion**.
5. **Effectively fulfill job responsibilities as indicated in your job description, as well as any additional assignments as agreed upon with your supervisor.**
6. Uphold **professional standards** of personal presentation, punctuality, professional courtesy, and discretion.
7. Maintain professional **credentials**, as appropriate.
8. Honor the **confidentiality** of school, student, and family information.
9. Comply with the **policies and procedures** as articulated in the school's Employee Handbook.
10. **Authentically engage in self-reflection and development of a growth and renewal plan. This includes written goals and progress toward them.**

# CDS's Essential Expectations for Administrators

1. Overtly support and act accordingly with the Charleston Day School's **mission and objectives**.
2. Foster a **safe, predictable, and supportive environment** for **students and employees**.
3. Interact with colleagues in a respectful and collegial manner that fosters a **healthy school culture**.
4. Embrace and reflect school's commitment to **equity and inclusion**.
5. **Effectively fulfill job responsibilities as indicated in your job description, as well as any additional assignments as agreed upon with the Head of School.**
7. Uphold **professional standards** of personal presentation, punctuality, professional courtesy, and discretion.
8. Maintain professional **credentials**, as appropriate.
9. Honor the **confidentiality** of school, student, and family information.
10. Comply with the **policies and procedures** as articulated in the school's Employee Handbook.
11. **Authentically engage in self-reflection and development of a growth and renewal plan. This includes written goals and progress toward them.**
12. **Evaluate direct reports and encourage their growth with predictability and support.**

# CDS's Essential Expectations for Head of School

1. Overtly support and act accordingly with the Charleston Day School's **mission and objectives**.
2. Foster a **safe, predictable, and supportive environment** for **students and employees**.
3. Interact with **Trustees, faculty, staff, and families** in a respectful and collegial manner that fosters a **healthy school culture**.
4. Embrace and reflect school's commitment to **equity and inclusion**.
5. **Advance the strategic plan's operations-level items within the stated timeline and budget, as well as any additional objectives as agreed upon with the Head Support and Evaluation Committee.**
7. Uphold **professional standards** of personal presentation, punctuality, professional courtesy, and discretion.
8. Maintain professional **credentials**, as appropriate.
9. Honor the **confidentiality** of **school, Trustee, student, family, and donor** information.
10. Comply with the **policies and procedures** as articulated in the school's Employee Handbook.
11. **Authentically engage in self-reflection and development of a growth and renewal plan. This includes written goals and progress toward them.**
12. **Evaluate leadership team members and encourage their growth with predictability and support.**

# Evaluating Performance Objectives (Non-Teachers Only)

|                  |                              |                      |                            |
|------------------|------------------------------|----------------------|----------------------------|
| <b>Completed</b> | <b>Progressing on Target</b> | <b>Not on Target</b> | <b>Deferred or removed</b> |
|------------------|------------------------------|----------------------|----------------------------|

The scale is designed to hold employees accountable for specific deliverables while allowing flexibility for unexpected developments.

Performance objectives are reviewed throughout the year as part of regular one-on-one check-ins with employees to ensure they are on track and to adjust if necessary.

# Annual Review

- Summary of ongoing conversations
- No surprises
- Typically very short
- Does not include discussion about growth



# Faculty Evaluation Form

Employee Name \_\_\_\_\_

School Year 20\_\_\_\_ - 20\_\_\_\_

All teaching faculty at Charleston Day School are required to:

1. Overtly support and act accordingly with the Charleston Day School's mission and objectives.
2. Foster a safe, predictable, and supportive environment for students.
3. Interact with colleagues and families in a respectful and collegial manner that fosters a healthy school culture.
4. Embrace and reflect Charleston Day School's commitment to equity and inclusion.
5. Employ research-informed instructional strategies that result in meaningful and enduring student learning, as well as effectively carrying out any additional assignments as agreed upon with your division head.
6. Uphold professional standards of personal presentation, punctuality, professional courtesy, and discretion.
7. Maintain professional credentials, as appropriate.
8. Honor the confidentiality of school, student, and family information.
9. Comply with the policies and procedures as articulated in the school's Employee Handbook.
10. Authentically engage in self-reflection and development of a growth and renewal plan. This includes written goals and progress toward them.

☐ Meeting Expectations      ☐ Not Meeting Expectations

Notes:

Employee Acknowledgement \_\_\_\_\_

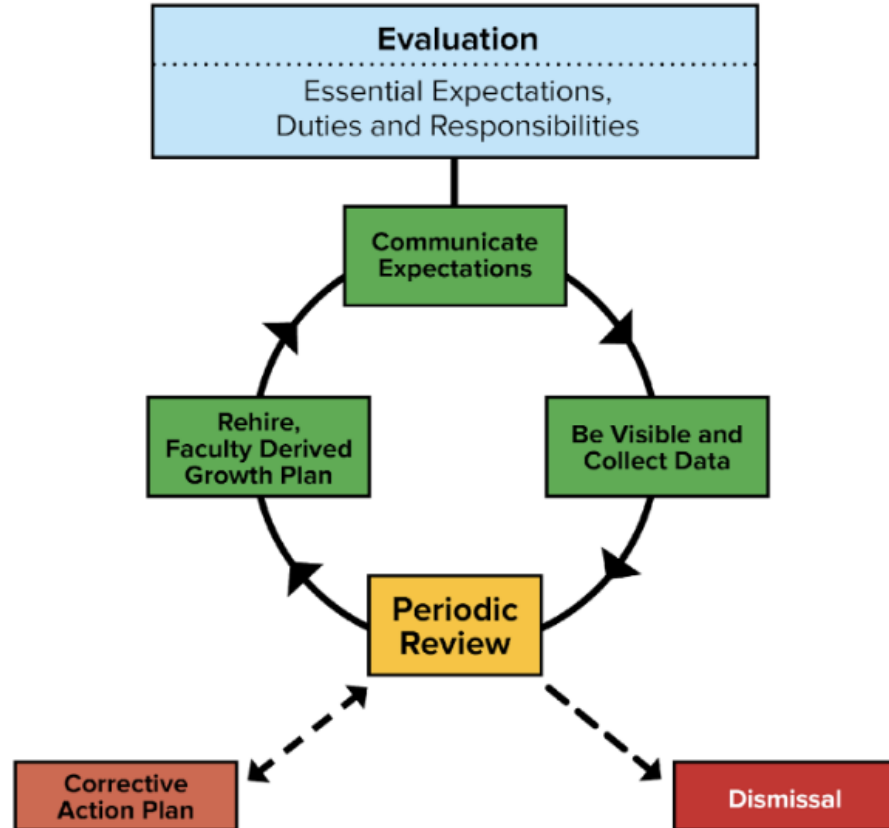
Date \_\_\_\_\_

Head of School \_\_\_\_\_

Date \_\_\_\_\_

# Corrective Action

- Mission-Based
- Growth-Focused
- Predictable and Supportive
- Student Centered





# Corrective Action Steps

- 0. Concerned inquiry
  - 1. Initial conversation
  - 1. Written warning
  - 1. Corrective action plan with timeline
  - 1. Employee reinstated to good standing OR dismissal

# Employee Support Plan

Employee Name \_\_\_\_\_ Date \_\_\_\_\_

Essential Expectation(s) not being met:

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Actions required and deadlines:

|  | To Be Achieved by: |
|--|--------------------|
|  |                    |
|  |                    |
|  |                    |
|  |                    |

Resources Provided by the School:

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I acknowledge that I have read this document and understand that my contract will not be renewed if I do not make satisfactory progress on the requirements listed above.

Employee \_\_\_\_\_ Date \_\_\_\_\_

The School will provide reasonable support to assist this employee in returning to good standing.

Head of School \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

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# **Role Play**

## Corrective Action Conversation

## FAQ: How Do You Know When It's Time to Move Toward Corrective Action?



When there is an ***ongoing pattern of behavior*** negatively impacting students, colleagues, culture, or the school. The Essential Expectations are there to hold employees accountable when there is an issue to be addressed. It's not about catching people in single instances of not meeting an expectation.

# But What About Observations?!

*But without formal, evaluative observations, how will I know if teachers are stating objectives, including reflection opportunities, engaging students in active learning...?*

- Your teachers should be **highly skilled professionals\***, and these kinds of research-based pedagogical habits should be the norm. If they are not, provide appropriate training (book suggestion – *Neuroteach*).
- You will know, simply from being **visible** and **walking around**, whether Essential Expectations are being met.
- \* Exception for brand-new teachers

**Frequently asked question:** Can we tie this evaluation framework with compensation?



## Pro Tips

1. It must be school-wide and have the support of the Head and senior academic administrators.
2. How it's shared with faculty is critical. Teachers overwhelmingly support and embrace this if the why is clear and they see the whole picture.
3. Implement evaluation first. Otherwise, teachers assume by default that growth *is* the evaluation.
4. Do not add an additional category other than meeting or not meeting, or try to connect it to compensation.
5. Take your time planning. You've gotten by this long, you can take another year to make sure you're ready and get it right.

# Growth and Renewal

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# Separate Growth from Evaluation

| Evaluation   | Growth   |
|--|--|
| Essential expectations   | Self-reflection  |
| Annual review  | Goal-setting   |
| Binary: Meeting or not meeting                                 | Risk-Taking: Failure is embraced as a learning opportunity |
| Connected to contract renewal, corrective action, or dismissal | <b>Observation</b>   |
|  | Data collection  |
|  | Ongoing Conversations: Coaching and mentoring              |
|  | Not evaluated; not connected to contract renewal           |

# There Are Many Ways to Arrive at the End Goal



- ❑ People are continuously engaged in growth
- ❑ The growth culture is self-reinforcing

# Why do some professional growth initiatives *not* prove effective?

- ❑ Seen as a compliance exercise
- ❑ Lacks relevance; not teacher-driven
- ❑ Often external, versus internal
- ❑ Often an event, versus a process
- ❑ Not enough time to do it right (no time in the schedule)



# Effective Growth and Renewal

- ☐ Driven by **teacher goals** aimed at maximizing student performance and experience
- ☐ **Personalized**
- ☐ **Energizing** and engaging
- ☐ **On-going**, career-long
- ☐ **Collegial** and collaborative
- ☐ Encourages **risk-taking** and embraces failure as learning



# Components of Growth and Renewal

1. Self-Reflection
2. Goal-Setting
3. Development of the Plan
4. Commitment
5. Implementation
6. Reflection
7. Socialization of knowledge



# Sample Growth Goal

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# Self-Assessment

Based on student feedback, as well as the excitement and energy I see in some of my colleagues' classes, I've determined that I've been relying heavily on teacher-directed strategies. In all honesty, I feel more comfortable teaching that way - I'm a little nervous about giving up control. What if total chaos ensues? What if they don't learn anything?

That said, the research I've been reading suggests that the more students have agency, the more engaged they are and the more likely they are to understand and retain material at a deeper level, so I'd like to experiment with that. I work awfully hard to keep students engaged - I wonder if by turning it over to students, it actually might free me up to focus more on formative feedback and less on making things "fun?"

**Goal:** *How might I increase student engagement and sense of agency with student-directed strategies?*

***Intended Impact on Students:***

Deeper understanding, greater retention, increased confidence and enthusiasm for learning



Teacher(s): \_\_\_\_\_

Coach: \_\_\_\_\_

1. Growth Objective:

2. The WHY:

What benefits do you anticipate this objective will have on your students?

What is it about this objective that inspires you?

3. How will you measure the results of this objective in order to determine whether it accomplished what you'd hoped? (Remembering that even if it "fails," it's a success if you learned from it!)

#### 4. Timeline

| Date<br>/ Dateline | Action step | notes |
|--------------------|-------------|-------|
|                    |             |       |
|                    |             |       |
|                    |             |       |
|                    |             |       |
|                    |             |       |

#### 5. Resources Needed

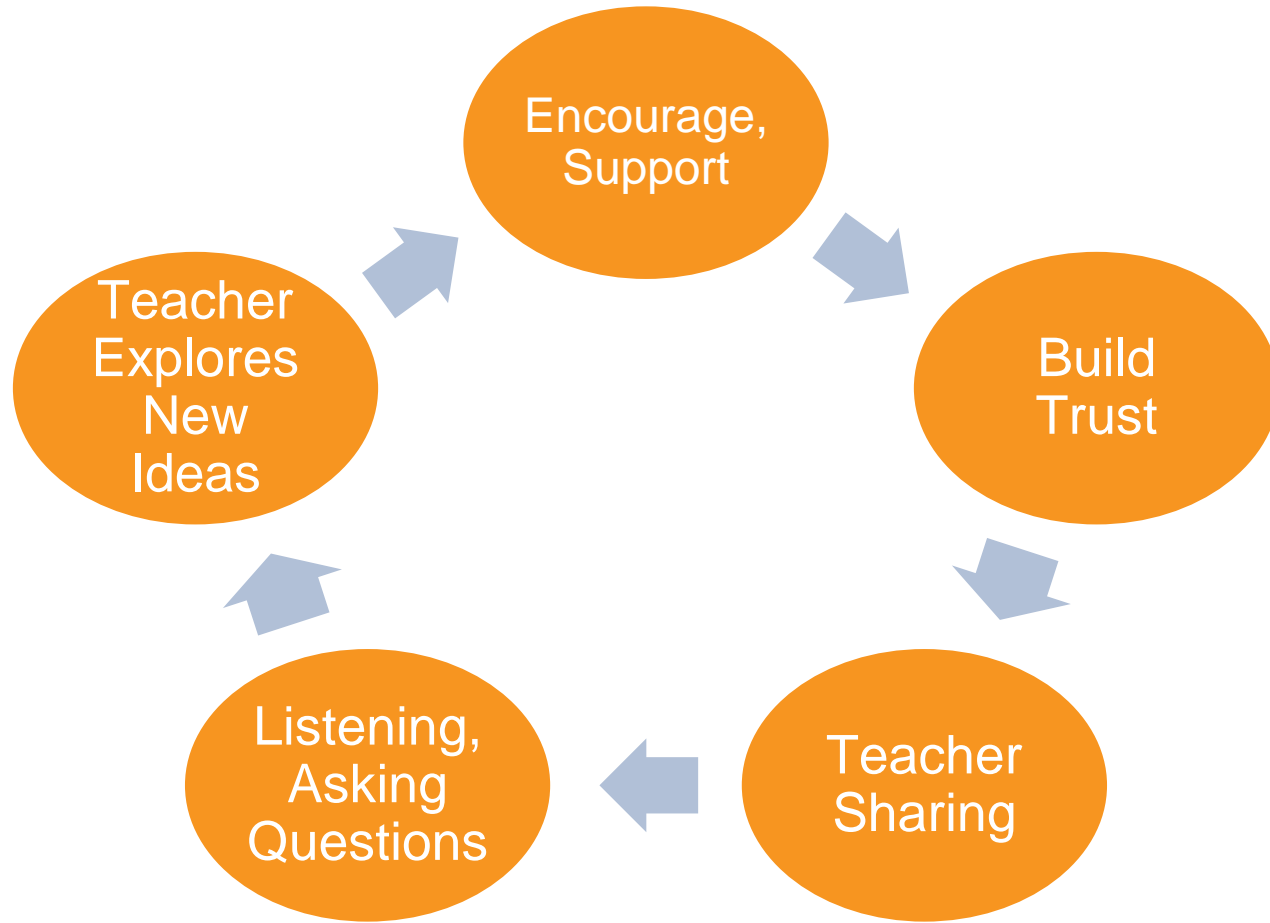
| Resource | Cost (Time, money, personnel) | Approval (initials) |
|----------|-------------------------------|---------------------|
|          |                               |                     |
|          |                               |                     |
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|          |                               |                     |

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# Guiding the Growth Process

# Coaching, Professional Learning Communities, or something else?

- ❑ **Professional Learning Communities** (PLC's) can work very well where there is already a culture of growth and/or where PLC's are already established. They are also a solution for schools that may not be in a position yet to identify and train numerous growth coaches. The key to success is that teachers have a *significant role* in choosing the topics they will be engaged in.
- ❑ Schools where faculty are unfamiliar with required annual growth goals may opt for a **coaching model**, where small groups of teachers work with a growth coach. The growth coaches work as a cohort with their own coach, continuously building their skills.



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# **A Look at the Implementation and How It's Working**

# Overview:

## **Implementation of Essential Expectations System: Fall 2024**

### **Purpose:**

- Increase clarity, fairness, and growth-minded feedback
- Shift away from fear-based evaluations to professional support

# Before:

## Previous Evaluation System Included:

- ☐ Classroom observations  
(1 - 2 planned per year)
- ☐ Self Evaluations
- ☐ Administrator Rating Scales

## Problems Encountered:

- ☐ Fear and anxiety among teachers
- ☐ Performative teaching during observations
- ☐ Subjective and inconsistent evaluations



## Why we Changed:

- ❑ Teachers felt pressure and feared dismissal over minor missteps
- ❑ Observation feedback wasn't always constructive or timely
- ❑ Evaluation process lacked clarity and trust
- ❑ No written documentation on employee performance
- ❑ No real system for accountability; underperforming employees kept on



# The Shift to Essential Expectations:

- ❑ Teachers welcomed transparency and clarity in expectations
- ❑ New system implemented in stages
  - 1) 24-25 Evaluation System: Essential Expectations
  - 2) 25-26 Growth Plan Pilot
  - 3) 26-27 Whole-Staff Growth Plans
- ❑ Created a space for vulnerability and professional dialogue

# What's Happening Now:

- ✓ Monthly pop-in visits continue
- ✓ **Follow-up notes** include actionable feedback
- ✓ Teachers request observations when trying new methods
- ✓ Feedback is no longer tied to job security

# Case Study Example

## **Challenge:**

- Reports of a new teacher speaking harshly to students
- Multiple incidents suggesting poor judgment and professionalism

## **Administrator Actions:**

- Conducted concerned inquiry
- Met with teacher after each incident
- Reinforced relevant essential expectations via email

## Case Study Example (cont'd)

### Outcome:

- Teacher placed on a support plan
- Inability to follow the action plan and final incident led to dismissal

## Conclusion:

- The Essential Expectations system fosters:
  - ✓ Transparency
  - ✓ Constructive feedback
  - ✓ Professional growth
  - ✓ Clear expectations and accountability
- Moving Forward: Continue refining and supporting faculty through this system

# Case Study Example (cont'd)

## Staff Reactions:

- Initial concerns from some faculty
- Majority recognized improve **job stability**
- Clear understanding: Documentation is required for dismissal
- Reaffirmed: This system protects individuals who meet expectations

