



Defining Success: Creating an Aligned Evaluation Process

Mission/Vision/Values

KEY QUESTIONS:
Does your school mission impact daily decisions?

Have you operationalized your mission, vision and values?

Educational Philosophy

KEY QUESTION:
What are the foundational educational pillars and practices that shape the student experience at your school?

Portrait of a Graduate

KEY QUESTION:
Does your school have a target? When a student leaves your school, what will they know, understand and be able to do?

Hiring a Mission Fit Team

KEY QUESTION:
Do you have a system for recruiting, hiring and interviewing teachers and staff members that is based on your mission, vision, values and philosophy?

Development and Evaluation of Team Members

KEY QUESTIONS:
What is the standard for excellent teaching and learning at your school?

How do you develop team members with a culture of on-going growth and improvement?

“

All organizations start with WHY, but only the great ones keep their WHY clear year after year. If you hire people just because they can do a job, they'll work for your money. But if you hire people who believe what you believe, they'll work for you with blood and sweat and tears.

~ Simon Sinek

”



KEY: Teachers are essential to our schools, and we need to ensure they are improving and growing.

Teacher growth is not optional.



**Our mission is only as effective as
our weakest teacher.**



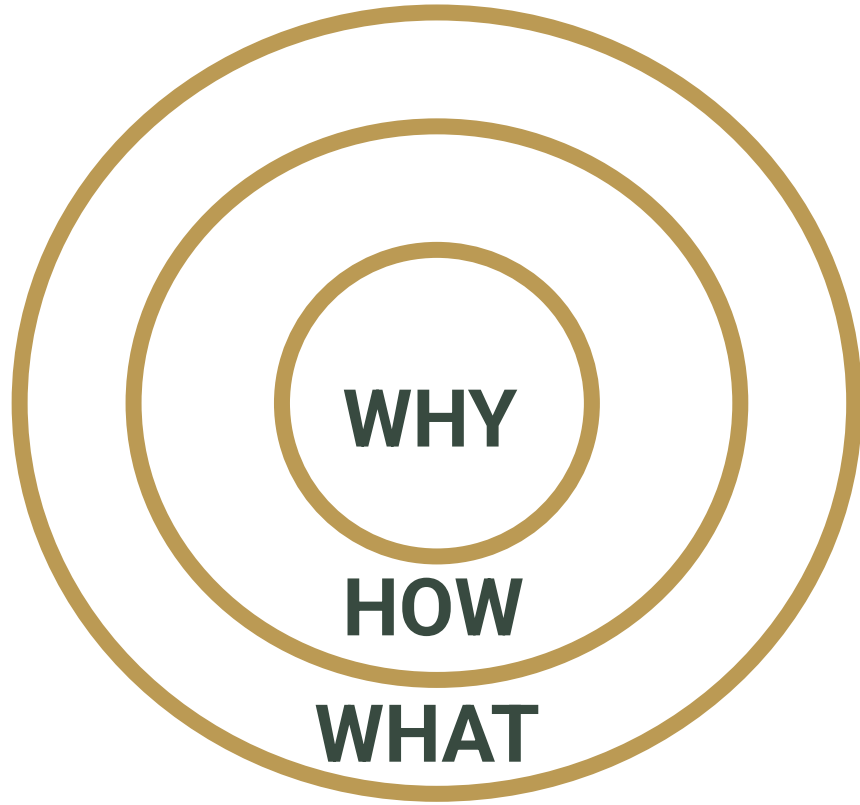
Reflection

How true is this at
your school?



Reflection

Educational Philosophy & Standards for Teachers



Why = The Purpose

What is your cause? What do you believe?

Apple: We believe in challenging the status quo and doing this differently

How = The Process

Specific actions taken to realize the Why.

Apple: Our products are beautifully designed and easy to use

What = The Result

What do you do? The result of Why. Proof.

Apple: We make computers





KNOW YOUR WHY

Mission and vision statements answer:

OUR WHY

OUR WHAT

They help us know WHO we want to be
BUT...they don't give us the HOW



GOAL

ARTICULATE CORE BELIEFS AROUND EDUCATIONAL PHILOSOPHY

The purpose is to articulate the beliefs that either do or should inform our practice in education



WHAT DO I BELIEVE ARE ESSENTIAL IN:

Integration of Faith and Spiritual Formation - inside and outside of the classroom

Curriculum - textbooks, scope and sequence, class offerings, standards

Assessment/Grading - what does and should make up a grade?
Formative/summative assessment

Student development - character, habits, social, emotional growth

Teachers - their role, their development, their growth, expectations

Methodology - classical approach, skill development, content knowledge, problem-based learning

Student Learning - role of time in learning, student placement/promotion, retakes, academic support

Classroom Culture - classroom management, expectations, student engagement



ACTIVITY

1. Take 15 minutes on your own - use 1 post-it note per idea and write down what you believe is essential in each area
2. Find the themes
3. Creation of “We Believe” Statements
4. Sample
5. Finalize “We Believe” statements



ACTIVITY

- Look at your “Portrait of a Graduate” and/or Expected Student Outcomes
- Think about the following questions
 1. Do our outcomes reflect our academic, spiritual, and character goals that we point to in our mission?
 2. Do our daily practices and student outcome match the philosophy of learning I have just developed?
 3. How do we know if we have met our goals?

DEFINING SUCCESS: SETTING THE STAGE

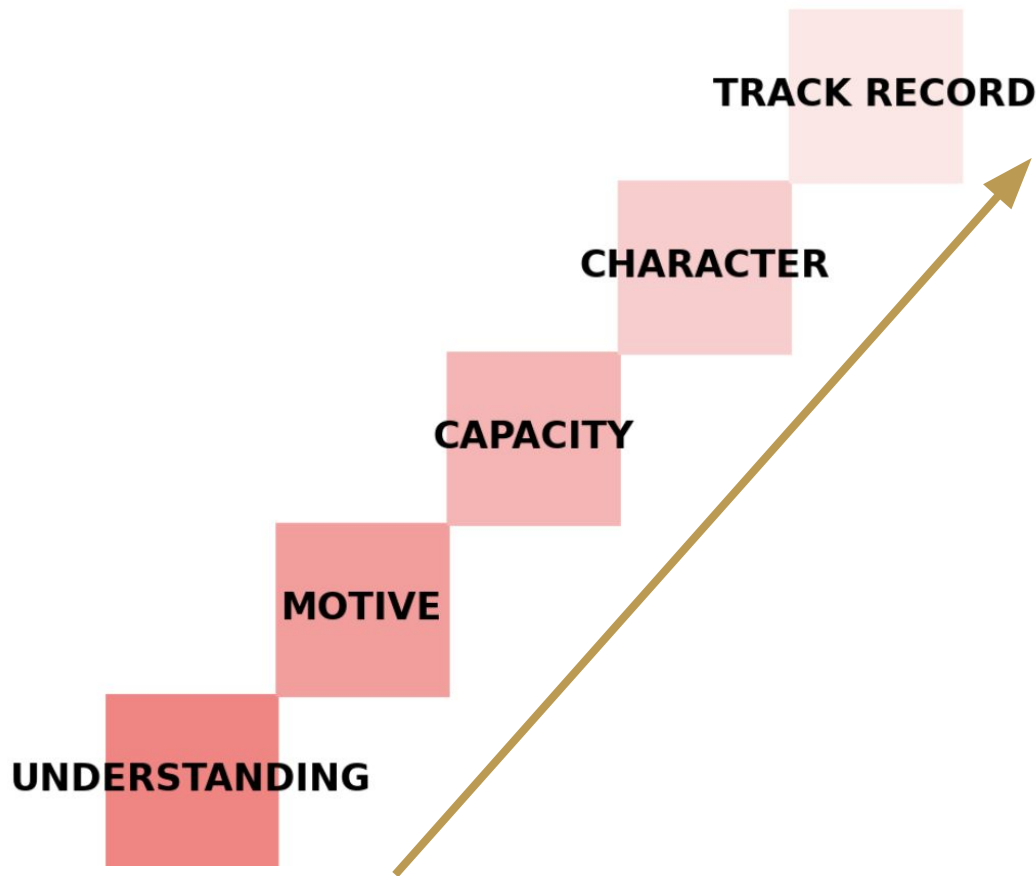




Trust and Feedback



HENRY CLOUD: 5 ESSENTIALS OF TRUST



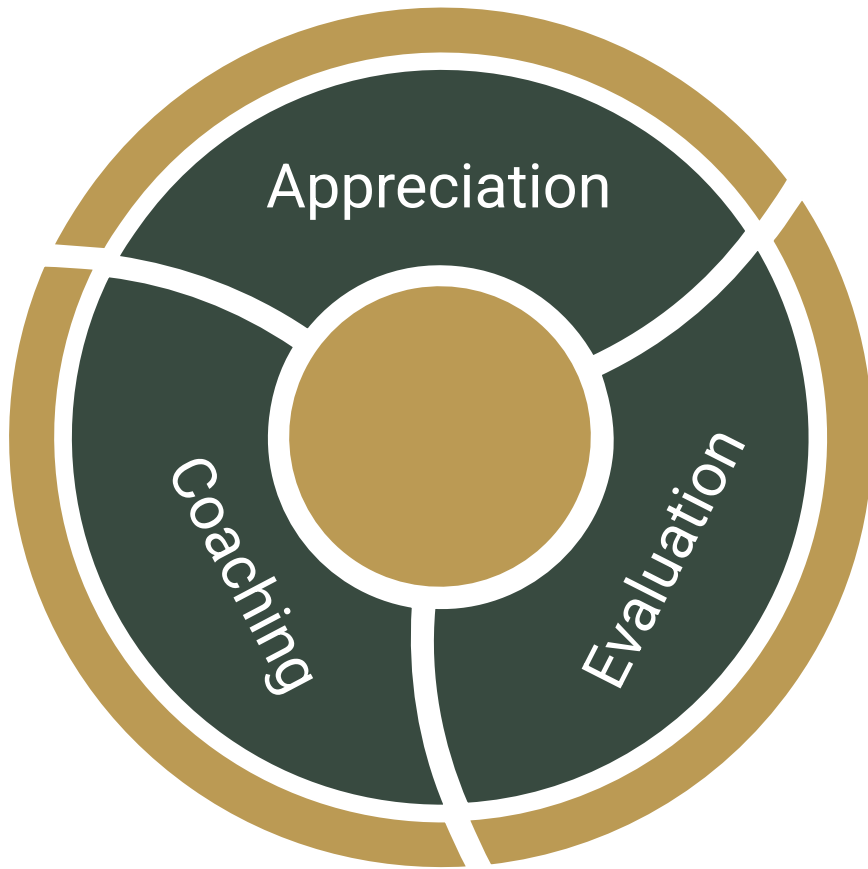
The 5 Elements of Building Trust



Most important person
in the feedback loop is
the RECEIVER



THREE CRITICAL TYPES OF FEEDBACK





3 FEEDBACK TRIGGERS

1

Truth Triggers
“That feedback is wrong”

2

Relationship Triggers
“Who are you to say that”

3

Identity Triggers
“That’s not who I am”



REFLECTION

1. When you think about trust and your team - which of the 5 is a place where it is solid? Which of the 5 is a gap?
2. Look at the triggers, and think about a time when you gave feedback to a teacher, where have you seen the trigger in action? What did you do?
3. Now that you know the triggers, how can you think differently about giving feedback?



**WHO IS ON YOUR
TEAM?**



EXERCISE FOR INSIGHT

- Look at a list of your teachers. Take 15 minutes and rank them in order from most effective to least effective.

- Givens:
 - There has to be a most and least effective
 - Work to come up with your list
 - After you come up with your list - explain your rationale



EXERCISE FOR INSIGHT

- What did you learn?
- From your ratings, is it clear what “good teaching should look like at your school?”
- How much does personality or likeability factor into how you rated people?
- If you were a new teacher asking - “what do I need to do to be a great teacher?” - would there be a clear answer?

COACHING FOR SUCCESS: Clarifying Criteria





CONSIDER

1. What is your current process for coaching, observing, and evaluating teachers?
2. What would you absolutely keep about what you are currently doing?
3. What do you think needs to be changed or “tweaked?”
4. What is a barrier holding you back from doing what you want to do?



KNOW YOUR TEAM

As you assess your process for developing your team and coaching teachers, it is critical for you to know where your teachers are at in their journey.



IDENTIFY BEHAVIORS OR CHARACTERISTICS OF A ...

**New Teacher
(hiring standard)**

**Excellent
Teacher**



INSTRUCTIONAL and ASSESSMENT PRACTICES

- **Knowledge of Content**
- **Use of resources**
- **Unit and lesson planning**
- **Directions and procedures**
- **Use of class time**
- **Differentiation of instruction**
- **Use of technology**
- **Biblical Integration**
- **Monitoring student progress**
- **Support for struggling learners**
- **Feedback and Grading**
- **Standardized Test Results**
- **Student learning goals**



CLASSROOM CULTURE and PROFESSIONAL RESPONSIBILITIES

- Classroom Culture
- Knowing students as learners and individuals
- Classroom management
- Student Belonging
- Student Engagement
- Credentials
- Timeliness
- Professional learning and growth
- Student supervision
- Problem solving
- Collaboration
- Goal Accomplishment



COMMUNITY RELATIONS

- Support of the mission
- Co-curricular involvement
- Parent communication and partnership
- Discipleship
- Student relations



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ACTIVITY

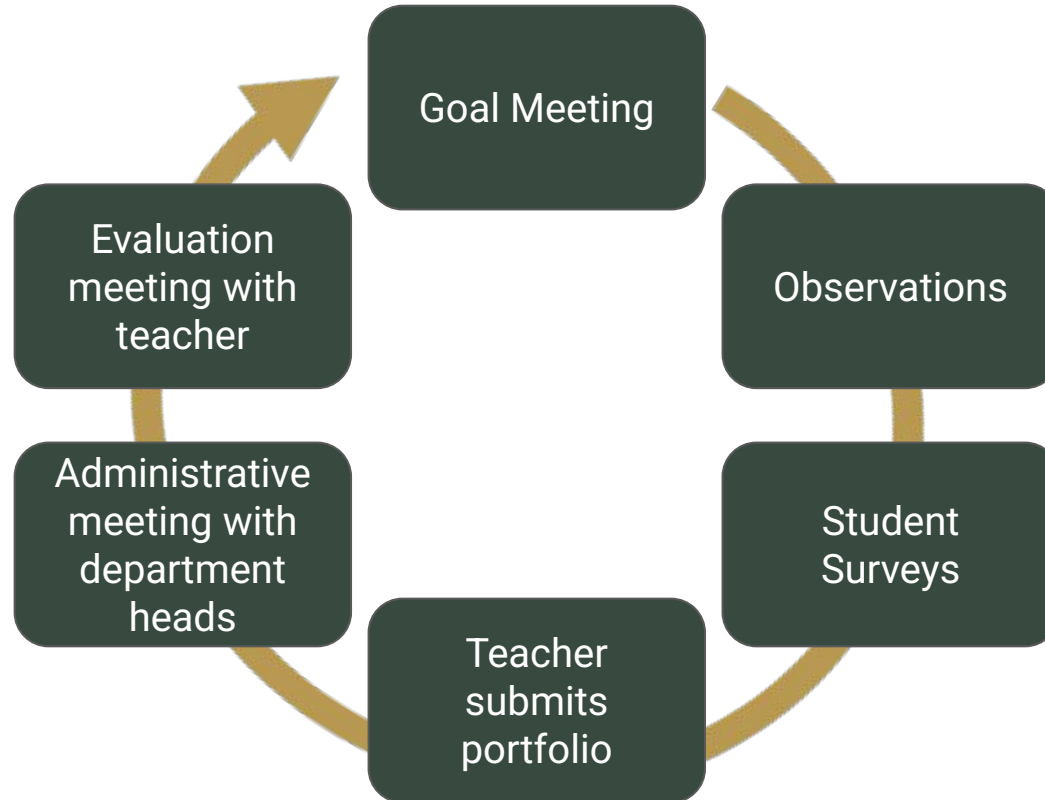
For Each Area: Take Some Time
And Describe The Actions And
Behaviors Of A New Teacher
And An Excellent Teacher

COACHING FOR SUCCESS: Building a Process





SAMPLE DEVELOPMENT AND EVALUATION PROCESS





TEMPLATE - KNOW WHAT YOU ARE LOOKING FOR

Time to create/adapt a
template for your school.

Take some time to reflect upon your progress toward:

Learning philosophy - where are you in this process?

- Do you know what you believe?
- Does your staff know the philosophy for your school?
- Is this articulated to students and parents?

What makes a great teacher?

- Do you have clear evaluation criteria for teachers?
- What does a great teacher look like and do?

→ Evaluation Process

- Does your school have a well-defined process for teacher feedback that stems from standards which flow from your mission/vision/philosophy?