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HAMLET — SHAKESPERIAN DRAMA

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THEMES



# Faculty Development



**CLASSICAL**  
CHARTER SCHOOLS

My mother is the  
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The first dance  
in the wind.

Visa  
Form



## Overview

To its core, Classical Charter Schools zealously pursues the professional development of its faculty. Exemplary teachers are critical to achieving our mission of preparing K-8th grade scholars to excel in collegepreparatory high schools. The interaction between the teacher and scholars is key. Therefore the school is committed to maximizing this interaction by preparing teachers to sensitively and skillfully execute rigorous, well-planned lessons that promote student engagement and lead scholars to academic mastery. This requires training teachers to manage their classrooms as well as to have command of content; to be able to apply educational theories; teach content in sequence, over time; and strategically use data to inform and improve their instruction.

In order to maximize a teacher’s skills and impact across all of these areas of responsibility, CCS has adopted a year-long, school-wide, Professional Development program, which takes several forms. Through summer orientation, weekly grade and monthly team meetings, and ongoing individual sessions, teachers benefit from over 100 hours of training annually. The annual summer orientation session and monthly meetings are designed to introduce and providing examples of best practices. Additionally, teachers receive individualized training via ongoing feedback from the Directors of Curriculum and Instruction (DCI), Instructional Coaches (ICs), and Grade Team Leaders (GTLs). Individualized Professional Development conferences aim to target specific areas where growth is needed in order to ensure a teacher is improving their craft and consistently delivering best practice quality instruction to the scholars.

## School-Wide Professional Development

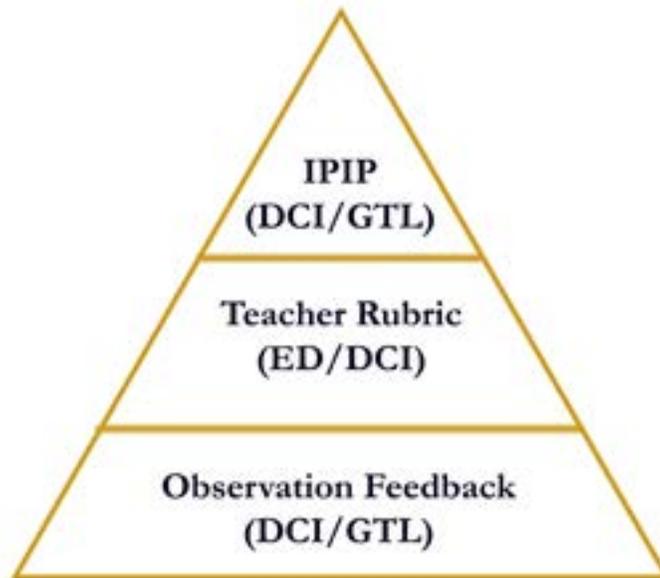
The school-wide Professional Development sessions take place during two weeks over the summer and also during full-staff meetings held on the first Friday of every month. The goal of these sessions is to provide teachers with specific strategies for improving curriculum planning, instructional execution and analysis of assessments. The topics addressed during these sessions are formalized as outlined below:

<b>Week 1 of Summer</b>	<b>Week 2 of Summer</b>	<b>Monthly Sessions</b>
<u>Mission/Vision</u> - Achievement gap, Scholar population	<u>Curriculum development</u> - Alignment to standards, Designing Exemplar assessments	<u>Curriculum Development</u> - Lesson Planning best Wpractices
<u>School Culture</u> - Rules, Routines, Procedures, Observations	<u>Classroom management</u> - Transitions, 100%, Strong Voice	<u>Instructional Strategies</u> - Strategies for increasing scholarengagement and Scholar talk levels
<u>Data Analysis</u> - At-risk program, Special Education, Trackers, Mock Data meeting, Running Records	<u>Code of Conduct</u> - Modeling behavior, Community engagement	<u>Increasing Academic Rigor</u> - High-level learning objectives
<u>Instructional Strategies</u> - Effective Questioning, Checking for Understanding	<u>Content Specific</u> - Best practices	

These Professional Development sessions are designed to have immediate impact in the classroom. New strategies and skills, modeled off exemplar curricula and assessment examples, and their implementation in the classroom, are demonstrated by instructional videos. To facilitate adoption by teachers into their grade and content-specific lessons, Professional Development sessions include time for small group reflection, discussion and practice implementation followed up by development of specific next steps or goals that enable teachers to immediately incorporate the newly learned skills and strategies. Teacher progress is measured and supported through individual observation and grade-specific team meetings.

## Individualized Professional Development

Classical provides three tiers of individualized teacher feedback to ensure that each teacher continues to make measureable growth throughout the year. Individualized Professional Development allows the specific needs of each teacher to be identified and addressed while also providing a format to highlight each teacher's areas of strength. Through this process, all teachers, from a novice first year teacher to an experienced Grade Team Leader, receive feedback and goal setting guidance on an ongoing basis. Individualized Professional Development includes: Observation Feedback, the Teacher Rubric, and the Individual Professional Improvement Plan (IPIP).



a) [Observation Feedback](#) is provided by the Director of Curriculum and Instruction (DCI) and Grade Team Leaders (GTLs) on a weekly basis. Grade Team Leaders themselves are given observation feedback by the DCI as well as outside consultants at least once a month. Feedback is focused on actionable "next steps" in order to be of direct practical use resulting in immediate improvements in the classroom. The weekly observations are also used to track improvement and serve as weekly checkpoints for teachers' individual goals as set forth in the IPIP. Overall, teachers are observed and debriefed an average of 20 times per year.

b) [The Teacher Rubric](#) is a Professional Development tool used to assess teacher performance across a range of responsibilities and characteristics. Grade Team Leaders are additionally assessed on criteria related to grade-specific team leadership. Below are the five categories measured by the Teacher Rubric:



Professional Responsibilities	Curriculum	Classroom Management	Execution	Culture of Analysis
<ul style="list-style-type: none"> <li>Attendance</li> <li>Language</li> <li>Reliability</li> <li>Dress</li> <li>Professionalism</li> <li>Collaborative Leadership</li> <li>Growth</li> <li>Parental Expectations</li> <li>Homework</li> <li>Responsive Outreach</li> <li>Urgency</li> </ul>	<ul style="list-style-type: none"> <li>Lessons</li> <li>Materials</li> <li>Assesments</li> </ul>	<ul style="list-style-type: none"> <li>Expectations</li> <li>Culture</li> <li>Routines</li> <li>Efficiency</li> <li>Prevention</li> <li>Incentive</li> <li>Environment</li> </ul>	<ul style="list-style-type: none"> <li>Expectations</li> <li>Connections</li> <li>Clarity</li> <li>Tactics</li> <li>Engagement</li> <li>Differentiation</li> <li>Checking for Understanding</li> <li>Application</li> </ul>	<ul style="list-style-type: none"> <li>Scholar Feedback</li> <li>Tracker Design and Data Entry</li> <li>Data Analysis</li> <li>Accountability</li> <li>Curricular Reflection</li> </ul>

This rubric is utilized twice a year, in early December and late April in order to encourage and measure improvement throughout the school year. It is completed using substantive feedback from the Director of Curriculum and Instruction and Grade Team Leaders and is used to target specific growth areas, rather than as a direct indicator of a teacher's professional abilities. It requires a minimum of five written forms of feedback from weekly observations to support its findings and uses the following scale:

Score	Definition
4	Mastery; teacher fully internalizes the skills and can provide high-quality Professional Development
3	Proficient; if all teacher exhibited that level of ability, the school would just achieve its mission
2	Needs Improvement; the characteristic should be addressed urgently
1	Urgent Need of Immediate Improvement Required

c) **Individual Professional Improvement Plans (IPIP)** call for teachers to set individualized SMART goals based on the feedback they receive from observations and the Teacher Rubric. Each goal must be specific, measurable, attainable, relevant and time-bound. IPIPs are mission-aligned, historically consistent, and are developed collaboratively after a meeting with the Director of Curriculum and Instruction and Grade Team Leaders regarding the Teacher Rubric. The IPIP allows for personal reflection and ensures that the multiple forms of feedback align to create specific, measurable and actionable change.

All teachers complete the IPIP, regardless of their score on the Teacher Rubric or years of teaching,

in order to ensure that all have the support they need to achieve improvement and mastery of their craft and to benefit the school, their students and themselves by adopting challenging goals. The goals set in the IPIP are also used to inform future observations; progress towards these goals is assessed in the April Teacher Rubric.

## New Teacher Professional Development

In addition to the support all teachers receive through school-wide and individualized Professional Development structures, new teachers also benefit from additional support systems to ensure they are aligned to our mission and thrive within the organization. They receive three additional days of summer Professional Development to familiarize them with the school's procedures, expectations and mission. Importantly, all new teachers are assigned a mentor, who is an experienced colleague who can provide informal support. Mentors serve as a sounding board for questions and ideas and work to ensure a smooth transition into our community.

## Summary

Teaching is a profession that requires lifelong study, reflection and growth. At Classical Charter Schools network, the three tiers of our Individualized Professional Development program complement each other and work synergistically to provide training and feedback with the end goal of improving teacher performance and satisfaction in order to advance the school's mission: to create liberated scholars and citizens of impeccable character who excel in college-preparatory high schools.

