

# achieving great impact



empowering  
teachers  
to drive their  
growth and  
development

JOHN F. ELLER & SHEILA A. ELLER  
*With Peter Hayes*

# Table of Contents

<b>About the Authors</b> . . . . .	<b>vii</b>
<b>Introduction</b> . . . . .	<b>1</b>
<i>Chapter 1</i>	
<b>Building the Foundation for Teacher Professional Growth</b> . . . . .	<b>7</b>
Chapter Focus . . . . .	8
The Importance of School Climate and School Culture . . . . .	9
Strategies to Build Rapport and Trust With Teachers . . . . .	12
The Role of Professional Learning Communities . . . . .	17
The Role of Coaching . . . . .	18
The Role of Staff Meetings . . . . .	19
Roles and Responsibilities in the Teacher Growth Process . . . . .	19
Teacher Professional Growth Planning . . . . .	22
Teacher Career Stages and Their Impact on Teacher Growth Planning . . . . .	24
Teacher Motivation . . . . .	26
Impacts on Teacher Motivation and Beliefs . . . . .	29
A Look Back . . . . .	31
Chapter Summary . . . . .	32
<i>Chapter 2</i>	
<b>Defining Clear and Understood Performance Expectations</b> . . . . .	<b>35</b>
Chapter Focus . . . . .	36
Four Common Frameworks of Teacher Standards . . . . .	37
Strategies for Defining Clear Performance Expectations . . . . .	45
Methods to Increase Clear, Detailed Communication . . . . .	48
Activities to Learn and Master the Teacher Standards . . . . .	51
Strategies to Strengthen Consensus on Teaching Expectations . . . . .	59
Teacher Growth Data Sources . . . . .	60
Alternative Data Sources . . . . .	61
A Look Back . . . . .	64
Chapter Summary . . . . .	65

*Chapter 3*

<b>Using Coaching and Peer Coaching . . . . .</b>	<b>67</b>
Chapter Focus . . . . .	68
When to Use Peer Coaching . . . . .	69
Goal Setting . . . . .	70
Coaching Skills. . . . .	75
A Look Back . . . . .	88
Chapter Summary. . . . .	88

*Chapter 4*

<b>Using Team Data in the Professional Growth Process . . . . .</b>	<b>89</b>
Chapter Focus . . . . .	90
Considerations for Using Team Data . . . . .	90
Integration of Collaborative Teamwork in Performance and Development . . . . .	92
Using Collaborative Teams as a Part of the Professional Growth Process in Australia and New Zealand. . . . .	101
A Look Back . . . . .	102
Chapter Summary. . . . .	103

*Chapter 5*

<b>Using Portfolios . . . . .</b>	<b>105</b>
Chapter Focus . . . . .	106
Considerations in Using Portfolio Information in the Teacher Performance and Development Process . . . . .	106
Components of a Professional Portfolio . . . . .	107
Portfolio Planning . . . . .	111
Completion of the Portfolio Process . . . . .	113
A Look Back . . . . .	114
Chapter Summary. . . . .	115

*Chapter 6*

<b>Using Student Feedback . . . . .</b>	<b>117</b>
Chapter Focus . . . . .	118
Types of Student Feedback Information . . . . .	118
How to Plan for the Use of Student Feedback Data . . . . .	123
Methods for Organising and Analysing Student Feedback Data . . . . .	125
A Look Back . . . . .	130
Chapter Summary. . . . .	131

*Chapter 7*

<b>Using Student Learning and Achievement Data . . . . .</b>	<b>133</b>
Chapter Focus . . . . .	134
Common Sources of Student Achievement Data . . . . .	135
Considerations When Using Student Achievement Data . . . . .	136
Strategies for Collaborating With the Teacher. . . . .	138
Factors to Consider When Dealing With Student Data Concerns . . . . .	140
A Look Back . . . . .	142
Chapter Summary. . . . .	143

*Chapter 8*

<b>Conferecing With Teachers . . . . .</b>	<b>145</b>
Chapter Focus . . . . .	146
The Need for Feedback and Learning. . . . .	147
Rationale for Using Instructional or Learning Conferences. . . . .	147
Conferecing Template. . . . .	149
Conferences Addressing Poor Performance . . . . .	153
A Look Back . . . . .	155
Chapter Summary. . . . .	155

*Chapter 9*

<b>Understanding and Addressing Marginal and Deficient Teachers . . . . .</b>	<b>157</b>
Chapter Focus . . . . .	158
Definitions of Marginal and Deficient Performance . . . . .	158
Types of Marginal Teachers. . . . .	160
Identification of Marginal Teacher Types . . . . .	163
Considerations When Addressing a Marginal or Deficient Teacher. . . . .	164
Your Plan to Address Marginal or Deficient Teachers . . . . .	170
Skills for Addressing Marginal and Deficient Performance. . . . .	172
Conferecing Strategies to Address the Marginal Teacher Types . . . . .	176
Suggestions for Tracking Teacher Performance. . . . .	179
A Look Back . . . . .	180
Chapter Summary. . . . .	180

*Chapter 10*

<b>Documenting the Contract Termination Process . . . . .</b>	<b>183</b>
Chapter Focus . . . . .	184
Written Documentation. . . . .	184
Possible Sources of Documentation . . . . .	186
A Look Back . . . . .	193
Chapter Summary. . . . .	193

*Chapter 11*

<b>Conducting and Delivering Summative Feedback Sessions . . . . .</b>	<b>195</b>
Chapter Focus . . . . .	197
Contributing Factors for Summative Feedback Sessions. . . . .	198
Multiple Data Sources. . . . .	200
Levels of Performance and Teaching Experience . . . . .	203
Considerations for Performance Expectations and Experience . . . . .	206
Teacher Involvement in Gathering Evidence and Reflecting on Progress . . . . .	207
Summative Performance and Development Feedback Sessions . . . . .	208
A Look Back . . . . .	211
Chapter Summary. . . . .	211

**Appendix A**

Templates for Coordinating Teamwork and Teacher Evaluation . . . . .	213
--	-----

**Appendix B**

Conferecing Tools and Templates . . . . .	223
---	-----

**References and Resources . . . . .237**  
**Index . . . . .241**

© Hawker Brownlow Education

# Introduction

**A**round the year 2010, several states in the United States adopted legislation that changed teacher appraisal and evaluation processes and expectations. Most of these laws raised expectations for school leaders and principals to help their teachers grow professionally and to work with marginal and deficient teachers to improve their performance. These teacher evaluation processes were designed in response to concerns by U.S. lawmakers about the lack of progress in raising student achievement and closing the achievement gap for some subgroups of students. School leaders were charged with the responsibility to improve teaching and support teachers.

As school principals, we had been successful in working positively with teachers to help them adopt and implement new teaching strategies to improve schools. These successful school and teacher transformations resulted from the skills we learned through extensive professional development and practice. We decided to share the ideas we used in a series of seminars for principals in the United States and other countries to support them in their work with teachers.

In our interactions with principals during the seminars, we realised that many principals hadn't been exposed to many of the strategies we used in our own practise. These skills included developing coaching techniques, reflecting on professional practice, helping teachers set and reach professional growth goals, using multiple data sources, and implementing other strategies to support teachers. We also observed that some teachers' needs were changing. For example, in schools that were beginning to establish the professional learning community (PLC) process, teachers needed support as they learned to work together in collaborative teams. Teachers also needed guidance to meet their new responsibilities of gathering and analysing student learning data to make short- and long-term instructional decisions.

The principal's role became more complex. Tasks other than teaching and learning took time and attention away from instruction. Burdened with other tasks, principals prioritised other responsibilities over teachers' professional growth. Some viewed teacher evaluation as a duty and focused only on the task of rating or scoring teachers.

With these trends in mind, we wrote the U.S. version of this book, *Score to Soar: Moving Teachers From Evaluation to Professional Growth*, to provide support for principals as they move beyond merely evaluating or rating teachers' performance. The book became a foundational resource for school leaders. In developing this book, we blended new and evolving research-based practices with the best and most successful techniques we have found to meet school leaders' and teachers' needs.

Since 2010, the education systems in Australia and New Zealand have also been evolving. Expectations for teacher learning and professional growth have increased. School leaders have a more active role in supporting teachers' professional growth and encouraging them to learn instructional strategies that help all students succeed in a competitive global society. This responsibility is framed by a collegial relationship rather than the supervisory relationship that may exist in other countries.

School leaders from Australia and New Zealand reported that the content from *Score to Soar: Moving Teachers From Evaluation to Professional Growth* could be useful in their work to increase teachers' skills and their professional growth, but some aspects may not easily transfer from the United States to Australia and New Zealand. For example, the requirement to evaluate or rate the performance of teachers that is a part of most U.S. teacher evaluation systems is not a prevalent practice in Australia or New Zealand. School leaders in these countries work on a collegial basis with their teachers. Using colleagues as partners to assist with professional growth is an important feature in Australia and New Zealand, while this practice occurs less frequently in the United States.

Because of these differences, we decided to write *Achieving Great Impact: Empowering Teachers to Drive Their Growth and Development* containing specific information, techniques, and strategies for Australia and New Zealand that build on the foundation established in *Score to Soar*. Readers of *Achieving Great Impact: Empowering Teachers to Drive Their Growth and Development* may see some similarities to *Score to Soar*, but will notice some distinct differences.

One of the first differences the reader will see is the inclusion of colleagues in the processes outlined in the book. This is an important feature since Australian and New Zealand school leaders may need to work in concert

with a teacher's colleagues in order to assist that teacher with his or her professional growth plan. Another difference readers will notice is the emphasis on *empowering* teachers rather than *directing* them. The responsibility for growth and change in Australia and New Zealand is placed squarely on the teacher, with the school leader helping to orchestrate the process. Language from *Score to Soar* has been changed or modified to reflect this *orchestration* responsibility. In general, *Achieving Great Impact: Empowering Teachers to Drive Their Growth and Development* is customised to fit the conditions for teacher growth in Australia and New Zealand. It has been designed to meet the needs of teachers and school leaders in this unique setting.

*Achieving Great Impact: Empowering Teachers to Drive Their Growth and Development* is organised around several themes. These themes help to provide the rationale for the content provided and the organisation of the chapters in the book.

Chapter 1, "Building the Foundation for Teacher Professional Growth," presents ideas and strategies to help school leaders and teachers clearly understand and implement the new standards for teacher performance in Australia and New Zealand. Principals and school leaders will learn about factors that positively contribute to teachers' professional growth, such as the school climate and culture. Principals can implement changes that make an immediate impact on the climate and, over time, become permanent ways of working together at the school.

Chapter 2, "Defining Clear and Understood Performance Expectations," explains the importance of ensuring that all teachers, principals, and staff members who support teacher professional growth share a common understanding of teacher performance expectations. The chapter discusses the four most commonly implemented sets of teacher standards and suggests methods to foster a clear, shared knowledge of the criteria.

Chapter 3, "Using Coaching and Peer Coaching," outlines the importance and use of powerful coaching strategies. The chapter shows readers when to use peer coaching and how to develop SMART goals. Principals, peer coaches, and mentors will also learn coaching skills they can use to support teacher growth and reflection. Coaching stances and conferencing templates assist readers as they coach teachers to higher levels of success and effectiveness.

In chapter 4, "Using Team Data in the Professional Growth Process," school leaders learn how to use PLCs to accelerate and support teachers' professional growth. The chapter discusses collaboration and the Plan-Do-Study-Act cycle, and guides school leaders as they use PLC data as one indicator of teachers' performance.



Chapters 5, 6, and 7 focus on using data outside normal classroom teaching observations in the professional growth process. Chapter 5, “Using Portfolios,” focuses on using teacher-developed portfolios, including artefacts and reflections, to empower teachers to track their learning.

Chapter 6, “Using Student Feedback,” notes that in many jurisdictions, teachers find value in asking students for their perceptions of classrooms and using that information to drive professional learning. The chapter discusses possible types of student feedback, the role of student feedback, and ways to use student feedback.

In chapter 7, “Using Student Learning and Achievement Data,” school leaders and teachers are provided with common-sense and practical ways to work together to understand these data and use them to positively impact professional growth.

Chapters 8 and 9 deal with conducting conversations with teachers about their professional growth and performance. The methods focus on empowering teachers’ involvement in the conversation and reflection on their professional practices. In Chapter 8, “Conferencing With Teachers,” school leaders and teachers’ colleagues will learn strategies for designing instructional conferences that help teachers learn. Readers will recognise the important need for feedback and continued learning, as well as the phases or parts of a conference and how each is designed to promote teachers’ learning. The chapter also presents information for designing conferences to address poor performance.

Chapter 9, “Understanding and Addressing Marginal and Deficient Teachers,” explores this topic in more depth. School leaders will learn how to deal with teachers whose performance does not meet expectations in one or several areas. The chapter identifies common types of marginal and deficient teachers, and outlines road maps for addressing and improving their performance.

Finally, chapters 10 and 11 of this book show school leaders how to address next steps in teachers’ careers. In chapter 10, “Documenting the Contract Termination Process,” school leaders will learn strategies to use when their efforts and support still cannot help a teacher meet expectations. These are conversations many people hope to avoid but are proving more necessary in today’s teaching and learning environment. The chapter deals with the unpleasant but necessary task of gathering data and evidence for terminating the contract of a poor-performing teacher. Thankfully, this task is rare, but it is nonetheless difficult for school leaders to complete without clear strategies and support.

In chapter 11, “Conducting and Delivering Summative Feedback Sessions,” readers will examine the importance of providing a summary of the teacher’s growth at the end of the performance and development cycle. The chapter covers assessing the total quality and quantity of a teacher’s performance, tying feedback to teacher standards, utilising multiple data sources to summarise a teacher’s work, and framing feedback for continued professional growth.

The book concludes with two appendices that contain a variety of tools, templates, and resources school leaders will find helpful as they work with their teachers in the professional growth process.

Successful school leaders find ways to help their teachers to grow and learn to meet the changing needs of their students. We hope you will find the ideas presented in *Achieving Great Impact: Empowering Teachers to Drive Their Growth and Development* as helpful as we have in our years of working successfully with teachers and leading effective schools.

© Hawker Brownlow Education