

# **Professional Staff Development Plan**

By

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## **Overview of the School District**

The Sandrawood School District is a suburban district in the northeast section of Independence, Missouri. It has an enrollment of approximately 5,000 students in grades kindergarten through twelve. It is 95% Caucasian student enrollment, with a fairly stagnant growth rate. No new schools have been built in the last decade, however renovations of existing schools have been the focus of bonds and levies. Sandrawood includes 4 elementary schools (K-4), 2 middle schools (with the configuration of grades 5 and 6 in one building and grades 7 and 8 in another building), 1 high school, 1 alternative school and 1 school for delinquent boys.

Over the past five years only five new administrators have been hired: 1 Assistant Superintendent, 1 Assistant Principal at the high school, 1 Principal and 1 Assistant Principal at the 7-8<sup>th</sup> grade middle school, and 1 Elementary Principal. The teacher turnover rate has been 12-15% due mainly to retirements. The average years of experience in the district are 17-21 years. Students come from low to middle socio-economic status and blue-collar working parents.

Sandrawood faces some challenging times. A great deal of concern about poor student performance on the state test. In 1996, the school district barely became accredited because of student performance. The board of education would like to utilize staff development to identify and measure the intervening processes that result in improving student learning. These processes are likely to involve knowledge and skill development, participants' motivation and commitment, and learning at the individual and organizational levels. We should begin to ask questions such as: What improvements in student learning do we seek and what changes must be made to get those results? What types of staff development are required to make those improvements? How will we know if staff development led to those improvements? Another concern of Sandrawood School District is the majority of staff will be reaching retirement age in the next 7 to 10 years. How will the district draw new and fresh teachers? How do we increase the "quality teaching pool"? The third major concern is that the staff is very stagnant and complacent. Teaching and instructional strategies are the same as they were ten-twenty years ago; consequently students are falling behind socially and academically.

In the past Sandrawood staff development has followed the traditional model of viewing staff development as a transferable package of knowledge to be distributed to teachers in bite-sized pieces (Lieberman, 1995). Staff development is primarily a "shotgun" approach. Normally, the staff has two days prior to the start of the school year and 3 half days during the year, which usually have little or no effect on teaching practices.

The key issues that continue to emerge in the District and Building Improvement Plans are: students will need to meet or exceed high standards of performance, teachers need collaboration time, money and time needs to be spent on professional and personal growth of teachers, and teachers need up-to-date information in their educational arena. The Sandrawood School District has hired an outside consulting firm to evaluate the situation and offer recommendations for improvement in staff development that will increase student performance, improve staff moral, and build positive school climates. The consulting firm reported the following:

- ❑ In the past, staff development has been packaged in "bite-sized pieces". It has been ineffective and unfocused.
- ❑ Isolation among staff is a concern and is growing.

- ❑ Staff development money is allotted each year for professional growth, but no follow-up training or peer coaching is evident.
- ❑ Student MAP (Missouri Assessment Program-the state test) scores are below the state average.
- ❑ Experienced staff indicates they are complacent with their teaching strategies. Many contend that it has worked for ten to twenty years so why change now.
- ❑ Teachers are not held accountable for professional improvement under the current evaluation system.
- ❑ Staff moral is low and building climates are not positive. Teachers are “putting in their time” and student’s needs are suffering because of this attitude.
- ❑ Salary schedule, discipline, training, and fund allocations are very traditional.

The consulting firm assured the administration that with the implementation of new goals, positive results would take place. They felt the following staff development propositions would be important in helping the Sandrawood School District reach the level of excellence that is wanted for their students and staff. These propositions are:

- ◆ Staff development must provide opportunities for “teacher collaboration time” with each other.
- ◆ Staff development goals should be linked to CSIP (Comprehensive School Improvement Plan) and BIP (Building Improvement Plan).
- ◆ Staff development should be designed to meet personal and professional needs of teachers.
- ◆ Staff development should be ongoing and in connection with teacher evaluation.
- ◆ Staff development should keep teachers up-to-date and challenging in their content area.
- ◆ Staff development allows administrators to be instructional leaders of their buildings.
- ◆ Staff development must focus on improving student performance.
- ◆ Staff development emphasizes a salary scale and benefits that considers experience, performance, and additional training important.

The main focus of the district is to improve student performance. With this in mind and as a driving force, a comprehensive school improvement plan is developed. Part of this plan is to restructure the staff development. Teachers are apprehensive about change, but they begin to recognize a need for it. The degree of structure, sequence, and pace of staff development... can increase the comfort and attentiveness of teachers (Glickman et al, 1998). It is time to change the perception that professional development is a waste of teachers’ time to the perception of professional development as time well spent (Glickman et al, 1998).

### **Overview of Professional Development**

Professional development must play a major role in improving teaching and learning. According to Glickman, Gordon, Ross-Gordon, the essence of successful instruction and good schools comes from the thoughts and actions of the professionals in the schools. Furthermore they write that if one is to look for a place to improve the quality of education in a school, a sensible place to look is the continuous education of educators—that is, professional development. However, nothing has promised so much and had been so frustratingly wasteful as the thousands of workshops and conferences which led to no significant change in practice when the teachers returned to their classrooms (Fullan, 1982). Many criticisms of professional

development programs are that the activities are “one-shot deals” and that there is “no integration with a comprehensive plan to achieve school goals” (Glickman et al, 1998). For professional development to be meaningful to teachers there must be a variety of opportunities and a common goal. [It also] must integrate theory, research and concepts with the personality and teaching style of the teachers who in turn apply them in their classroom (Good and Brophy, 1997). Based on what students need to know and be able to do, effective professional development addresses the knowledge, skills, and attitudes that teachers and principals need to ensure that the students realized success (Sparks and Hirsh, 1997).

The propositions outlined by the consulting firm were adopted immediately by The Sandrawood Board of Education. The district is about to change. The effective staff development propositions will be described and researched extensively for a better understanding of each. This will help in describing what initiatives will be necessary for implementing these proposals.

### **Propositions of Effective Staff Development**

#### **Proposition #1: Effective staff development must provide opportunities for teacher collaboration time.**

Teachers need to collaborate with other colleagues to reduce the feeling of isolation and to provide feedback objectively. According to Sarason (1996), physical teacher isolation can lead to psychological isolation. Teachers who have experienced long-term psychological isolation tend to view their work environment as limited to *their* classroom, *their* students, and *their* teaching (Glickman et al, 1998). Over time teachers have adapted to and accepted this isolation and often resisted opportunities for dialogue and collaboration with other teachers. Often during a typical day, a teacher may only talk with other adults 15-20 minutes before school, at lunch-time, at recess or hall duty, or a few minutes after school. Providing time for teachers to engage in collaborative dialogue is very valuable. This collaboration time would help develop strategies that would be more effective for teacher growth. It is important to provide teachers with the opportunity for professional development and time to be professionals has been shown to have a positive impact on student achievement (Lewis, 1994). Research shows that teachers who work in collaborative settings are more likely to experiment and feel stimulated professionally. There are five ways teachers can collaborate: professional discussion, curriculum development, peer observation, peer coaching, and action research (Glatthorn, 1987). The professional discussion can relate, but not all inclusive, to content areas, instructional strategies, classroom management, and modalities of learning styles. The curriculum development process emphasizes the need to develop curriculum across the district. Glatthorn describes the bottom-up process that requires each building to develop a vision of curriculum. Peer observation is used to improve teaching. Modeling is an excellent teacher. Peer coaching provides a safe structured framework for a professional to observe a professional and provide feedback in five steps (Gottesman & Jennings, 1994). It is different from peer observation in that it is geared towards a particular development step or action. For example, if a building goal were to increase implementation of collaborative “hands-on” learning, peer coaching would be focused only on collaborative learning. Active research helps teachers improve teaching by actually studying the results of their work. According to Good, action research legitimates the professional value of practical classroom concerns.

Proposition # 2: Effective staff development goals should be linked to CSIP (Comprehensive School Improvement Plan and BIP (Building Improvement Plan)).

District and building goals must be established in order to provide a direction for staff development. A comprehensive staff development program includes a philosophy, goals, allocation of resources, and coordination, all of which require cooperation among the district, school and individuals ( Sparks & Loucks-Horsley, 1990). Establishing goals, planning through implementation, and improving areas of deficiency are keys to a successful education. Each school system would have an ambitious strategic plan that provides common direction for the district as a whole (Sparks et al, 1997). Each school, then, would develop its own long-range plan that addresses both its contributions to the district's plan and the challenges that may be unique to that school (Sparks et al, 1997). Bull et al. (1996) cited several advantages to school-based professional development, including the following: It addresses the specific needs of individual schools and makes professional development an integral part of the school improvement plan.

School and individual staff development activities occur within the context of a school district's staff development program and therefore must coordinate with district policies and [goals] (Brixey, 1996). Using student needs to guide staff learning is the right direction for professional development, regardless of the size of the school district, the demographics of the student population, or the money available (Richardson, 1997).

Proposition # 3: Staff development should be designed to meet personal and professional needs of teachers.

[I]f teachers are provided with an appropriate environment and effective supervision, they can attain high levels of personal and professional growth (Glickman et al, 1998). Theory and research on adult development for the past few decades has emphasized development as an orderly progression. According to Ebmeier (2001), *life cycle development* or age-linked changes must be considered when developing in-service or activities for staff development. The model described in class was the Professional Life Cycle of Teachers by Huberman, Fessler and Christensen. These stages may take a long time to go through, may all be done at the age of 25, or stages may be skipped. However, with the understanding of how teachers change or progress through these stages, professional development should be at an appropriate level to "stimulate teacher growth" and "instructional improvement" at whatever stage they are in. The following outlined stages will help Sandrawood District understand the professional life cycle of teachers.

Professional Life Cycle of Teachers

- ❑ Pre-Service: This is the training stage.
- ❑ Survival and Discovery/Induction: This is the beginning of the teacher's career. They struggle with the ideals they learned in college with the reality of the classroom. They ask: Can I do this? What are the best ways to survive?
- ❑ Stabilization/Competency Building: Teachers are looking to grow and begin to make a commitment. They feel an affiliation to the educational community and begin to look for refinement of tools that have worked before. They are ruling out other options. They say: this is a good fit for me!
- ❑ Experimentation-Activism/Enthusiastic and Growing: The teacher begins to venture on their own. They begin to experiment with alternative methods of teaching. They attempt to make changes outside of their classroom. They ask: Can I make this a better place?

- ❑ Taking Stock: Self-Doubts/Career Frustration: The teacher begins to have a sense of disenchantment, however is committed to stay. This stage is often referred to as “mid-career crisis”.
- ❑ Serenity/Career Stability: Teaching has become quite mechanical. The teacher has a loss of energy and enthusiasm for the profession. However, they have a greater sense of confidence and self-acceptance than in the previous stages.
- ❑ Conservatism/Career Wind-Down: A greater resistance to change is growing at this stage. The teacher has a greater nostalgia for the past.
- ❑ Disengagement/Career Exit: The teacher begins to withdraw and give way to younger ideas as they prepare to leave this profession.

As teachers progress through these different stages of their career, staff development must be structured to address the needs of each professional. It is no wonder that with a system that assumed everyone has the same needs it has largely been unsuccessful in effective and lasting improvements. Ebmeier pointed out that teachers would have varying needs in terms of strengthening their knowledge about child development, content areas, and instructional strategies. Staff development must meet these various needs at these stages of life cycles.

Proposition # 4: Staff development should be ongoing and connected to teacher evaluation.

Little (1982) found that professional development and school improvement in the successful schools were fostered by norms (share expectations) of *collegiality* (working together) and *continuous improvement* (ongoing analysis, evaluation, and experimentation). She concluded that four types of interactions are crucial to achieve norms of collegiality and continuous improvement:

- Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice.
- Teachers are frequently observed and provided with useful (if potentially frightening) critiques of their teaching.
- Teachers plan, design, research evaluate, and prepare teaching materials together.
- Teachers teach each other the practice of teaching. (Little, 1982)

To become an effective educator, one must continuously learn more about instruction, learning, and leadership. What worked twenty years ago is, in most cases, not the same as what will work with today’s students. While we can never expect that a teacher will learn everything there is to know regarding both content and practice, we can expect each professional within our organization to become active participants in the pursuit of improved methods, and to keep current in their field(s) of study ( Brixey, 1996 ).

Most school districts spend their time evaluating performance, judging, and rating teachers (Glickman et al, 1998). [T]eacher evaluation procedures are designed to provide principals with the opportunity to clarify school goals and purposes with teachers, assess curricular and instructional decisions, observe classroom performance, and provide feed back on the quality of the teacher’s performance (Brixey, 1996). The majority of teachers do not mind the evaluation process, however they feel that the process does little to improve their teaching (Glickman et al, 1998).

Sandrawood School District should implement the developmental supervision model. One aspect of development supervision is the match of initial supervisory approach with the teacher’s or group’s developmental levels, expertise, and commitment (Glickman, 1998). The

model focuses on building relationships between the administrator and the teacher that fosters growth. Examples of three phases of this developmental supervision are: *Phase 1*, the supervisor diagnoses the teacher's development levels, expertise, commitment, and educational situation, and selects the interpersonal approach that creates the best supervisory match. [Whether these are directive, collaborative, or non-directive behavior conferences depend on where the teacher is functioning.] *Phase 2*, the supervisor uses the selected interpersonal approach to assist the teacher in instructional problem solving. *Phase 3*, the supervisor changes his or her interpersonal behavior in the direction of less supervisor control and more teacher control. Such a change in supervisory approach occurs only after the teacher has shown readiness to assume more decision-making responsibility. It should be noted that observations and discussions between supervisor and supervisee are the main source of information when determining [this] approach. (Glickman, 1998)

Proposition # 5 Effective staff development should keep teachers up-to-date and challenged in their content area.

The successful firm is the firm that organizes itself as a learning system in which every part is designed to promote and accelerate both individual learning and collective learning-and to put that learning to productive use (Bull, 1996). Continuous learning is important for the teacher to grow and stay challenged in their field. In order for school improvements to be successful, continuous learning opportunities must become part of teachers' everyday work lives and part of every school's institutional priorities (Bull, 1996). Traditionally, teachers often teach the same grade and subject year after year, which may foster stagnation and little creative thinking. According to Good (1997), a teacher needs to try an approach systematically for a reasonable time and if it does not work, then discard it and develop techniques that do work.

Proposition # 6 Effective staff development allows administrators to be instructional leaders of their buildings.

Administrators must set high expectations for improvement, provide relevant opportunities, and monitor the progress of each staff member through meaningful formative evaluation (Glickman, 1998). Administrators should be strong advocates of school improvement, they must switch roles from managers to instructional leaders. Principals in schools with strong professional communities delegate authority, develop collaborative decision-making process, and step back from being the central problem solver (Louis, Kruse, & Marks, 1996). Principals must take an active role in implementing and developing staff development. This should involve helping teachers to understand their own situation in ways that provide insights and means of improving (Fullan, 1996). So the principal's role as a supporter and promoter of interactive professionalism is essential (Fullan, 1996). The most successful instructional leader leads by example. According to Fullan, there are eight guidelines suggested to highlight an action that is needed and the principal should choose their own combination of actions for staff development. The eight guidelines are:

1. Understand The Culture
2. Value Your Teachers: Promote Their Professional Growth
3. Extend What You Value
4. Express What You Value
5. Promote Collaboration: Not Cooptation
6. Make Menus, Not Mandates
7. Use Bureaucratic Means to Facilitate, Not to constrain
8. Connect with the Wider Environment (Fullan, 1996).

Effective administrators must learn to balance a variety of tasks and be an active part of the school improvement plan by helping to define goals, visions, and responsibilities. That will move his or her staff to greater achievements.

Proposition # 7 Effective staff development must focus on improving student performance.

Selecting schoolwide goals focused sharply on student learning is difficult (Sparks, 1999). According to Sparks, one powerful student learning goal is sufficient if the staff is working diligently on it and looking carefully at student performance. Do not make the goal too broad. For example, the goal of improving literacy is just too broad for a faculty to engage in serious, in-depth study (Sparks, 1999). Sparks suggest that the school needs to get more specific by focusing on goals such as improving student writing of informative prose or improving reading comprehension. After defining the goal, parameters for study and action need to be set. This will limit the amount of data collected for current happenings in curriculum and instruction. The teachers need to determine what a successful goal attainment will look like for students. Teachers must look beyond the data to specific student performance that they are trying to develop. [They] also must reach out to the knowledge base to interact with the ideas of others (Sparks, 1999). A lot of time may be spent in collaboration so faculty can select the classroom strategies that will increase student achievement and learn how to use them to a high level of skill.

Student performance can include indicators of student achievement, such as assessment results, portfolio evaluations, marks or grades, or scores from standardized examinations (Sparks, 1999). For a school to be successful, student learning must be a top priority. According to Richardson (1997) student achievement [should be] at the heart of staff development. [Successful schools that] demonstrated significant improvements in student learning believe the results came from focused, ongoing staff development efforts (Richardson, 1997).

Proposition # 8 Effective staff development emphasizes a salary scale and benefits that considers experience, performance, and additional training very important.

Traditionally, the Sandrawood School District rewards teachers for length of employment and education. However, excellence, experience, relevant education and additional time spent on the job should [also] be rewarded (Allhouse, 2001). With the shortage of teachers, salary bonuses for certification in certain content areas have become a reality. Signing bonuses are attracting teachers to certain school districts soon after college. According to Ebmeier, one characteristic that is damaging to the teaching profession is that it is an unstaged career. This means those teachers with three, thirteen, or thirty years of experience are treated equally. The only difference in pay is almost entirely determined on their years of experience. To engage teachers in a growth process, rewards must be established. According to Marczely (1996), the question is how can we as a profession hope to improve what we do if, like ostriches, we bury our head[s] ...and continue to deny that there are some teachers who simply do a much better job than others at helping students at all levels of ability achieve, and who deserve to be recognized and rewarded for their efforts.

**Sandrawood School District Staff Development  
The Proposed Initiatives**



In the past, the above propositions have guided the Sandrawood School District in a traditional model of operation. With recent concerns of accreditation and poor student performance, the Board of Education is looking to make changes through professional development. This new vision for Sandrawood Staff Development encourages “thinking outside the box”. These new ideas may be proven successful concepts in other school districts or may be from organizations outside of education. They may fall into what Ebmeier terms as orders: first order-I have seen it, second order-I have heard about it, and the third order-I have never seen or heard of it. The consulting firm suggested these proposed initiatives be connected with the eight propositions that were adopted by the board. What follows is a rationale of how these ideas can and will be implemented.

**Initiative 1:** The school calendar will change from the traditional nine months on and three months off cycle to a six weeks on and one week off framework. There will be an additional three week off session in the summer. This will eliminate the perception that teaching is a part-time job. It will create flexibility and increase academic learning time. Teachers will be hired throughout the entire school year as needed. Staff may be added as needed. This flexibility will improve instruction because teachers will have time for sharing and discussing ideas of best teaching practices and other necessary dialogue. Sandrawood will implement the “year-round-school” schedule.

**Propositions:** 1. **Teacher collaboration time**

3. **Staff development to meet personal and professional needs of teachers**

4. **Staff development should be ongoing**

5. **Keep teachers up to date and challenged in their content area**

**Rationale:** This new calendar, 6 weeks on, one week off, 3 weeks extended break in the summer, will keep teachers and students rejuvenated throughout the entire year. Instead of rejuvenation only in the summer months, participants will have down time after every six-week period. Under the new system, students will be less likely to regress and teachers less likely to burnout. At the end of every six weeks, two days are spent on professional development, one day grading papers and classroom tasks, while the final two days of the week are “down time” days relaxation period, or collaborating with colleagues. Teachers have the option of four weeks vacation time that can be on any “off week” or during the three-week summer break. Also, teachers may opt to teach during the break for extra pay. The teachers can either teach their subject matter to students or to other teachers. Classes will be offered for skill builders, enrichment, or fresh ideas. The “Mini-Math Accreditation”, “Mini-English Accreditation”, etc. will be offered as a crash course with intense concentration for staff members. This schedule gives teachers the opportunity to learn new skills and be educated by their peers. It is important that we use our resources and our current staff is “our in-house resource.”

In many professions outside of the educational world, professional development or training is conducted during regular working hours. Some employers have educational facilities or training labs on site. In most organizations, training is ongoing and relevant to the job. Often in these organizations supervisors and employees learn together, each taking a supervisory role in the learning process. Sandrawood District can tailor educational growth of their teachers to “on the job training.”

**Implementation:** The new school year will begin with teachers designing their own individual growth plans in collaboration with the administrator. Their designed plan will help them grow professionally. Each teacher’s focus will be aligned with the district’s comprehensive plan and their own building improvement plan. The week before school begins will be devoted to staff

development either on the school site or anywhere the educator chooses. For example, if the teacher chooses to train with the publishers of a textbook, they can travel to the headquarters of this company and receive “first-hand” knowledge of the curriculum. Sandrawood School District provides each teacher with \$3000.00/year for professional development growth. The monies may be used in any staff development area that is connected with the improvement plans of the building and district. The only request is that after the training, teachers will collaborate with their colleagues by sharing information, conducting workshops, or teaching a class about the new acquired or enhanced knowledge. Sharing is learning.

The calendar year will help provide time to get to know students-their background academically, socially and family. Also, teachers will have time to dialogue with teachers, parents, and administrators.

**Initiative 2:** Flexible scheduling of the school day will provide for staff development. The new schedule will create uninterrupted blocks of time for learning. Time to collaborate with teachers to check on students’ abilities, backgrounds, etc. This flex scheduling can increase student learning by the extended day.

**Propositions: 1. Teacher collaboration time**

- 3. Staff development to meet personal and professional needs of teachers**
- 4. Staff development should be ongoing**
- 5. Keep teachers up to date and challenged in their content area**
- 7. Focus on improving student performance**
- 8. Emphasizes additional training**

**Rationale:** Currently the school day for all the schools in Sandrawood are structured with the traditional 8:00 a.m. to 3:00 p.m. time frame. Under the new vision, each school may structure their own time schedule to fit the needs of their students. Elementary schools may decide to operate on the 9:00 to 4:00 schedule or 7:30 to 3:30 schedule depending on their clientele. One elementary may choose to operate on a 12:00 to 7:00 time frame, this will accommodate parents who go to work later and want to spend time with their children in the morning. Elementary teachers may choose the building they wish to work in according to the flexible hours. “Morning People” may choose to work in the early scheduled times of the buildings or stay home for early morning chores and errands. Again this flexible schedule will meet the needs of students and teachers.

Middle schools have several options available to them. Sandrawood Middle Schools are true middle schools with block scheduling, teaming, exploratory classes, thematic curriculum, etc. They may want to adopt the same schedule as the elementary schools, however flexibility at the middle level may give each team the freedom to choose their own hours. Several options may be 8:00-3:00, 7:00-2:00, or 10:00-7:00 or any combination of these hours. School hours may change throughout the year as new curriculum is implemented. Students may need more lab time second semester and this can be built right in with the flextime. Learning blocks of time are very important for improving student achievement.

The high school will operate on a 7:00 to 8:00 flexible day. The majority of classes will be from 7:00 to 2:00, however students will have the option of 1:00 to 8:00. In fact depending on their needs, scheduling can be very individualized. This will accommodate part-time and working students. Also, it will let students take college classes at the university while finishing their high school requirements. Students who are in extra-curricular activities can schedule their classes around practice and games or concerts. It adds a great deal of flexibility to the staff- if a

teacher wanted to work 12:00 to 7:00 that would be possible. Teachers can work overtime for additional pay.

This change will help develop collaboration time for teachers. The traditional schedule only stymies the changing culture of our schools. With this new flexibility, teachers will be available for intensive, ongoing staff development throughout the days and weeks of the school year. This autonomy will create a more positive climate for each building. This will ensure that each teacher and student is in charge of his or her own destiny. Schedules are individually planned at the beginning of each 6-week period.

Many outside agencies and companies have flexible hours. Often a person takes a position because of the schedule or the times of employment. Sandrawood District is very flexible with the learning hours at each school and each grade level. The motto has become "Each student is an individual and we will meet their needs."

**Implementation:** Flexible schedule is defined as such: the school day may be designed in any blocks of time that meets the needs of the participants. Teachers will plan for the needs of students, collaborate with other teachers, and continue with their professional growth. This change certainly will provide for additional time for staff development on a daily basis. Teachers can use the flex time for preparing lessons collaboratively with colleagues, peer coaching, and designing individual educational programs (IEP's). Students at the Sandrawood District will have their own education plan or IEP. At the beginning of each six-week grading period, the student will collaboratively design or check over their IEP with an advisor. The academic plan can be changed at any time to meet the needs of the student. The flex daily time schedule will increase student performance by allowing students to choose their educational plan, take classes when they choose, and set their day for maximum performance or for outside activities. It allows for students to peer tutor.

**Initiative 3:** The teacher evaluation process will be linked to the district goals in which the building instructional leader will monitor and guide this improvement. A progressive salary schedule and compensations will be adopted.

**Propositions: 2. Goals should be linked to the CSIP and the BIP of Sandrawood District**

**4. Staff development will be linked to teacher evaluation**

**6. Allow administrators to be instructional leaders in their buildings**

**8. A salary schedule that rewards experience, performance, and training.**

**Rationale:** The old salary schedule of Sandrawood does not compensate teachers for student achievement and teacher performance. It does pay for education and experience. Since the district has gone to year-round school and an extended school day, salaries need to be adjusted accordingly. Teachers must be paid for working twelve months instead of nine months. Bonuses will be given to teachers with students that perform on the state test a score of three or higher. If 80% of their student roster performs at a level four or higher, the teacher will receive a \$10,000 bonus check. Supplemental salaries will be based on any extra-duty assignments such as coaching, department heads, team leaders, yearbook coordinator, etc. A new salary schedule will be devised to accommodate the four levels of teachers. They are Intern Teacher, Advanced Teacher, Professional Teacher, and Master Teacher. In the new system, tenure does not exist therefore, teachers performing below the minimum standard will be dismissed.

The Visionary Salary Schedule for Sandrawood School District

Type of Teacher	Years of Experience	Salary Range
Intern Teacher	1-2	30K-39K

Advanced Teacher	3+	40K-64K
Professional Teacher	4+	65K-85K
Master Teacher	8+	86K+

Education will be compensated monetarily. If you have your Masters a \$5,000/year stipend will be added to your base-line salary. An Ed. Specialist stipend will be \$8,000/year and a Doctorate stipend is \$10,000/year. No degree-seeking educators will be compensated by course taking-\$100/class or \$50/workshops.

Traditionally, the teacher evaluation process has been a three-step process: pre-observation, observation, and post observation. For the most part, it has been a painless operation for most teachers. However, teachers who do not meet the minimum requirements will be “weeded out” of the profession.

The new visionary evaluation process for teachers will be much like the individual educational plan for students. The teacher will collaborate with the instructional leader a plan for individual growth. This design will include supervision observation, peer observation, self-assessment, student and parent surveys, and student achievement indicators (Peterson, 1995). According to Peterson, this should provide a multi-faceted “picture” of [the] teacher’s growth. Professional goals must be tied to the Comprehensive School Improvement Plan and the Building Improvement Plan. Teachers should set professional goals, engage in staff development opportunities that address those improvement goals, and document their progress through action research, portfolios or dossiers, all with the continued support of peers and administrators ( ) Professional growth is encouraged.

**Implementation:** A new salary schedule, formal benefit compensations for degree and non-degree seeking educators, and bonus incentives will be offered to the staff for individual growths and enhancement. The new visionary evaluation process will be implemented at the beginning of the school year. No tenure contracts will be signed. Teachers will be challenged in their field, classroom management, and instructional strategies.

The principal will be compensated for staff performance and student achievement. Salary for the principal will be scaled according to years of experience and performance with bonus incentives quarterly. Most all of Sandrawood administrators have the option of attending “Boot-Camp” for the three-week break in the summer. The camp will stress professional development in the areas of interpersonal skills, communication skills, team skills, motivation, new educational strategies, and up-to-date law cases that effect education. Sandrawood offers “Secondment”, a training option where a principal works for another school district and returns in a year.

### Summary

Change is difficult and people often resist it, however the Sandrawood School District is implementing new visionary concepts that will change the calendar school year, change the traditional daily school hours, staff evaluations, and salary schedule. These initiatives will make improvements that are intended to raise student achievement and raise staff moral. They are specific programs that will be put into place so the propositions can be fulfilled. Effective staff development will be guided by the district and building improvement plans; will provide collaboration time for teachers; will be designed to meet personal and professional needs of teachers; will be ongoing and connected to evaluations; provide up-to-date and challenging

information; improve student achievement; emphasize salary benefits and allow administrators to become instructional leaders.

With this new program, Sandrawood will reach the level of excellence that they are striving for their students and staff. Recruiting new teachers has always been difficult in the past, however teachers will want to work in such a professional setting. They know educators are valued and professional growth is in the forefront. And, that students are number 1!

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