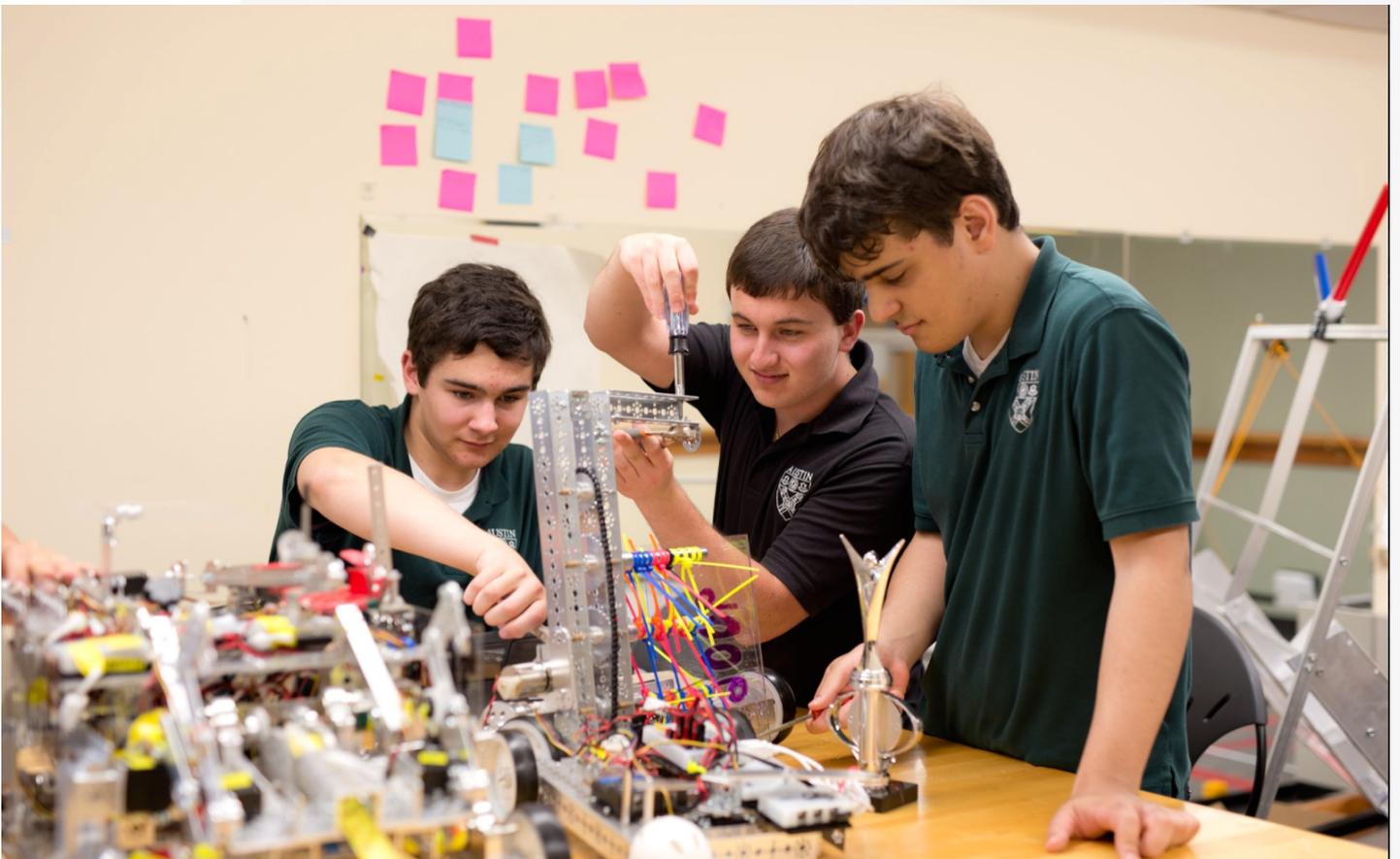




AUSTIN PREPARATORY SCHOOL

JUNE 2018

UPPER SCHOOL STRATEGIC PLAN



PREPARED BY

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THE UPPER SCHOOL STRATEGIC PLANNING COMMITTEE

FOR

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UPPER SCHOOL STRATEGIC PLAN "PROFILE TEAMS"

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UPPER SCHOOL PHILOSOPHY

ESSENTIAL COMPONENTS

VALUES

PURPOSE

OBJECTIVES

FOUNDATION STATEMENTS

RECOMMENDATIONS

RESEARCH & METHODOLOGY

IMPLEMENTATION TIMETABLE

**CONTRIBUTORS &
RECOMMENDED READINGS**

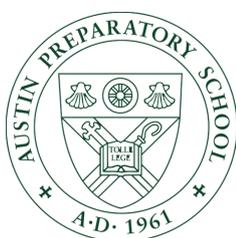
AN EDUCATION FOR A LIFETIME

The Austin Prep experience is represented by a simple, but powerful message:

"Our mission is to inspire hearts to unite, minds to inquire, and hands to serve."

Students directly experience the Augustinian tenets of veritas, unitas, and caritas – truth, unity, and love – on a daily basis.

Austin Prep is dedicated to an ascent from good to great.



UPPER SCHOOL STRATEGIC PLAN

STUDY OVERVIEW

In the Fall of 2017, Austin Prep moved forward with the creation of a two-year Upper School Strategic Plan. The project was designed to advance the upper school program and initiate new goals and strategies to improve enrollment patterns, reduce attrition, and modernize curricula. The major focus was on designing value-added teaching and learning opportunities.

The project also included the creation of foundation documents centered on student advising, the profile of the Austin Prep graduate, and standards for teaching excellence. Lastly, the project sought to expand the professional development and teacher evaluations systems in conjunction with other studies in progress.



RESEARCH & METHODOLOGY

Internal Sources

- ★ With the creation of a Department Head Survey, each department head completed a questionnaire describing projected goals over the next few years. (Sample survey is included in the Appendix)
- ★ The results of the Professional Development Study, conducted by LSS Consulting Group in the Spring of 2017, were aggregated and used to delineate professional development goals contained in this Strategic Plan.
- ★ Student and Parent Survey information conducted in the last two years was also used to generate objectives emphasizing professional development, new foundation documents and curricular upgrades.
- ★ Faculty-led committees guided the Upper School Strategic Plan, each charged with a different section of the research.

External Sources

- ★ Upper School faculty teams used an evaluation instrument to visit other schools for information gathering on program practices and curricular innovation. (Sample of this instrument is included in the Appendix)
- ★ Site visits included:
 - Roxbury Latin School in Massachusetts
 - Providence Country Day School in Rhode Island
 - The Derryfield School in New Hampshire
 - Bishop Brady High School in New Hampshire



Purpose of the Strategic Planning Process

Purpose

- Review the current state of the Upper School program
- Objectively assess the future we most desire
- Conduct internal and external research for best practices and current trends
- Evaluate the best practices for educational excellence that align with Austin Prep's mission and philosophy
- Develop plans to incorporate the finest educational trends and ideas to enhance value, meaning and relevance
- Understand the gaps between the Upper School today and our 2-3 year goals

Desired Outcomes

The Upper School Strategic Plan will introduce new goals and objectives to produce:

- A stronger definition of teaching excellence, augmented by standards and best practices
- Pathways leading to robust curriculum innovation, as an ongoing process
- A broader professional development program with varied opportunities for teachers to enhance their skills, including mentoring and consistent instructional guidance at all levels of the teaching continuum
- A broader, dynamic, and more effective student advisory program
- An enhanced college guidance program to deliver more personalized support for all students throughout all four years



Upper School Strategic Planning

MAJOR UPPER SCHOOL STRATEGIC PLANNING GOALS

- Enhance best teaching practices that are focused on how to use information and newly acquired knowledge to promote creativity, curiosity, critical and analytical thinking, problem solving and a love of learning.
- Harness digital tools that expand learning opportunities, personalizing the teaching process in support of the diverse instructional requirements of learners.
- Tap into students' interests with modern curriculum content, instilling in them a sense of ownership of their education.
- Advance a professional development model that promotes opportunities for all teachers along the continuum from novice level to master teacher.
- Expand the advisory system for students and teachers to confer regularly and routinely, reviewing educational goals and personal objectives that create pathways to purpose and success.

STRATEGIC PLANNING OBJECTIVES

- Reduce any pockets of attrition in the upper school and from grades eight to nine.
- Promote enhanced student engagement and collaborative partnerships with teachers.
- Engage parents as partners in the educational process – develop a parent education network and information forum.
- Facilitate better-quality communications among teachers and administration.
- Utilize a modern, dynamic and functional professional development system focused on measurable outcomes connected to teacher development and student success.

PROFILE OF THE GRADUATE

The Austin Prep graduate is prepared to enter the next phase of education with the values of veritas, unitas and caritas. The Austin Prep graduate is a lifelong learner who enters life as a passionate global citizen, a curious collaborative scholar, and a compassionate servant.

UNITAS (PASSIONATE GLOBAL CITIZEN)

- APPRECIATION** Accepts different points of view, cultures and backgrounds
- DIVERSITY** Commits to valuing all community members and school endeavors.

VERITAS (CURIOUS COLLABORATIVE SCHOLAR)

- SCHOLARSHIP** Engages in responsible academic inquiry for lifelong learning
- PERSPECTIVE** Pursues purpose and balance in the framework of religious traditions, historical antecedents, and the globalization of modern society

CARITAS (COMPASSIONATE EMPATHETIC SERVANT)

- RESPECT** Understands the value of diverse ideologies and beliefs
- LEADERSHIP** Provides meaning and direction to others with a value-based response

The Austin Prep graduate enters the world with lessons and guidance from faculty, staff and administration and with abundant potential to make a significant difference. They bring forward from the Austin Prep Journey the School's central mission:
Inspire hearts to unite, minds to inquire and hands to serve.

PROFILE OF A STUDENT ADVISORY PROGRAM

- The advisory programs at Austin Prep are fundamental to student achievement. Their primary purpose is to provide all students with trusted mentors for achieving academic, social and personal success throughout their lives.
- Austin Prep teachers and administration believe teaching extends beyond the course of study. The most successful advisory programs are fully integrated into the daily, consistent interactions between teachers and students.
- With ongoing teacher support, students make wise choices and develop a strong sense of confidence. The emotional and social constructs of a well-integrated student advisory program provide the bedrock for successful academic success at Austin Prep.

The Upper School advising program includes three distinct areas:



Centered on helping students take control of their educational experiences and maximize their potential. Course selection, standardized testing options, and factoring in their unique strengths and proclivities will help shape their high school course of study, while providing a viable platform for achieving personal success in preparation for college. Often spearheaded by faculty and Department Chairs, guided academic counseling helps students make good course selections during their high school years.



Requires the building of mutual trust and respect through careful planning and adequate time. This realm of advising focuses on student support through connection and advocacy. Advisors are present in the lives of students to cultivate the critical skills of self-discovery through formal and informal ongoing meetings.



A very concentrated, task-oriented process comprised of myriad functions, all of which are important in a college preparatory environment. Navigating students through the nuances of the college application process can reduce their understandable stress. In addition to the distinct application components, it is essential to understand the emotional element of this process. Effective counseling helps Austin Prep students find constructive and adaptive pathways for overcoming anxiety to achieve balance.

THE QUALITIES OF ADVISING & ADVISORY PROGRAMS AT AUSTIN PREP

- The advisory programs are mission-based, focusing on the School's core mission of unitas, veritas and caritas.
- Advising is aimed at facilitating student maturity by encouraging the development of self-control and appropriate self-expression, all through gradual experiences with independence.
- Advising is part of the Austin Prep journey that students and teachers embark upon together on a daily basis.
- Often spearheaded by a combined effort of teachers and Department Chairs, guided academic counseling helps students select the most appropriate course of study.
- Strengthening the connectedness between staff and students fosters a personalized and supportive school culture.
- Teaching students to articulate and demonstrate empathy is central to the student-advisor relationship.
- Advising, through formal and informal meetings, drives the School's mission and the creation of healthy communities.
- Advisors are the first line of support for most student concerns; issues that require more extensive interventions are referred to administration, counseling and health personnel.
- In special situations, outside professional health professionals may be invited to participate in advising matters. In all cases, advisors and associated support teams work together in the best interests of students and the School.
- Since the dynamics of adolescence are ever-changing, advisors participate in ongoing training and professional development programs to better deliver meaningful support and guidance to students and their parents.
- Austin Prep advisors understand that a strong student advisory program supports a strong school. Teaching today goes well beyond the subject expertise of the teacher—it includes an understanding of the full range of adolescent development, encouraging the maturity of the whole person.
- Parents are essential to the work of proactive advisory programs; as a result, communication with parents is ongoing throughout the school year.
- The advisory programs are reviewed annually to ensure programming that encourages students' full potential on their transition from high school to college and beyond.

The primary objective in Austin Prep's advisory programs is to provide a thoughtful and robust foundation upon which the personal success of every child is possible.

QUALITIES OF TEACHING EXCELLENCE

HIGH-IMPACT TEACHING

The significance of a high quality education is unquestionable, as is the impact that outstanding teachers have on student learning. The best educational environments are replete with expert educators who contribute to a mission-based, personalized learning environment.

The value and influence of Austin Prep teachers is long lasting, shaping the hearts and minds of students in the tradition of contribution to the common good. At Austin Prep, teaching and instructional approaches uniquely integrate the School's philosophical tenets of unitas, veritas and caritas.

At Austin Prep, high-impact teaching is evident in those who develop genuine relationships with students, demonstrate strong didactic knowledge and content proficiency, possess a positive professional growth outlook, communicate effectively with colleagues and parents, and embrace the School's mission and culture.

Entrusted with the education of young people, Austin Prep teachers support the best interests of their students by emphasizing scholarship and character.

Indeed, Austin Prep teachers are role models and ambassadors for the School's standards and values.



ESSENTIAL STANDARDS FOR TEACHERS

- Build content-specific knowledge to construct appropriate learning opportunities for students
- Engage in responsive planning, acquiring skills to address students' needs through thoughtful preparation
- Implement creative instructional strategies to involve students in meaningful learning experiences
- Utilize a range of assessment tools to allow students to demonstrate mastery of content and skills in different ways
- Learn more about successful academic achievement and positive social-emotional development
- Cultivate mutual trust and belonging among students and colleagues
- Apply assessment data to make sound decisions to expand students' proficiencies and comprehension
- Model the School's mission to inspire hearts to unite, minds to inquire, and hands to serve.





GOING BEYOND: EXPANDED BENCHMARKS FOR HIGH-IMPACT TEACHERS

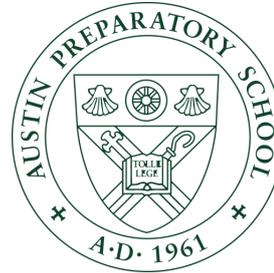
- Create and share educational research and related projects with colleagues
- Contribute to the teaching profession through participation in local, regional and national organizations and associations
- Join school planning committees to advance strategic initiatives and emerging priorities
- Mentor and guide younger teachers entering the profession and/or experienced teachers who are new to Austin Prep
- Attend conferences, seminars and workshops to advance professional expertise and to learn about professional trends and best practices
- Model and encourage community engagement, service to others, and advancement of the School's mission throughout the broader community



STANDARDS FOR PROFESSIONAL DEVELOPMENT

THE OBJECTIVE: PURSUING EXCELLENCE

The influence of great teachers, clearly researched in depth, can have lifelong impact. The emerging professional development systems—being studied and expanded—will serve as catalyst to sustain the traditions of great teaching at Austin Prep.



ASSUMPTIONS FROM THE SELF-STUDY

In the Spring of 2017, the Austin Prep faculty participated in a faculty survey centered on identifying the current state of professional development at the school and comparing that with modern trends and best practices. The following is a summation of that survey, which highlights broad level recommendations and conclusions.

- It was universally understood that interest in continuous professional development is a key attribute of high quality teachers.
- Austin Prep teachers clearly define professional development as a means to improved instructional knowledge and content proficiency.
- Utilizing effective feedback systems, professional development supports ongoing growth of teachers at all levels of experience.
- Most faculty members prefer to participate in professional development experiences with a colleague.
- Professional development experiences are most effective when teachers have planned release time.
- The overwhelming majority of the faculty agrees that Austin Prep supports professional development—and that generous funding is available for such experiences.
- There is mixed sentiment concerning the quality of off-campus professional development experiences, suggesting the need to offer periodic in-service programs, tapping into the expertise of the teaching staff.

ALL-EMBRACING STUDY RESULTS

- Teachers desire opportunities to perfect their craft through professional development activities.
- Teachers recognize the value of professional development as a catalyst for improved student outcomes.
- Teachers are positively and confidently disposed to devoting time to professional development activities.
- Austin Prep has provided generous funding for professional development, both on and off campus, which is deeply appreciated by the faculty.
- Interaction through team-based teaching is strongly supported.

Collaboration and communication are the primary objectives, supporting an atmosphere of discussion and dialogue.

FOUNDATIONS FOR EFFECTIVE TEACHER EVALUATION

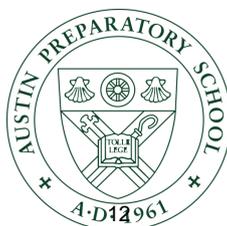
KEY FINDINGS: AUSTIN PREP TEACHER SURVEY

Assumptions About Teacher Evaluation

- Teachers want to do their jobs well.
- Information about teaching performance is essential for improvement.
- The best forms of evaluation emphasize both strengths and challenges.
- Constructive evaluation is based on data from a well-designed process.
- The evaluation process elevates conversation about best teaching practices.
- Evaluation assumes some benchmarking, requiring departments to establish standards about the kind of teaching they value.
- The ultimate purpose of effective evaluation is for teachers to take responsibility over their own growth.
- Accountability is a professional obligation.
- Many veteran teachers offer a wealth of opportunity in the mentoring process.
- The evaluation process should be flexible with different review cycles based on teacher's experience and accumulated performance assessments.
- Teacher evaluation and professional development must be unambiguously linked together.
- Peer reviews are a valuable aspect of the evaluation process.

Fundamental Principles About Teacher Evaluation From Austin Prep Teacher Survey

- Classroom observations are positively associated with better teacher performance and student achievement.
- Reliably describing a teacher's performance requires aggregating results over several observations.
- Combining observation results with evidence of student achievement on other objective measures improves accuracy of the evaluation process.
- Student feedback surveys provide teachers with important insight into instructional effectiveness.
- Training those in the position of conducting teacher evaluation impacts the process in a meaningful way Feedback must be ongoing throughout the year and not simply summative.
- Teachers need timely, reliable feedback to improve their skills Establishing meaningful annual performance and professional development goals help create focus and direction to evaluation process.
- Teacher performance should be benchmarked against the school's standards for excellence in teaching.
- One of the many outcomes of teacher evaluation over time is to build school-wide proficiencies for discussion and analysis
- The end result of an effective teacher evaluation is to inspire constant professional development, improve school-wide student achievement, and encourage the pursuit of modern teaching methods and technologies.



UPPER SCHOOL STRATEGIC PLAN

GOALS AND OBJECTIVES

PATHWAYS TO EXCELLENCE

The more complex the world becomes, the more creative we need to be to meet its challenges. –Sir Ken Robinson, “Out of Our Minds”

What will it take to for Austin Prep to remain at the forefront of delivering a high quality education?

- Enhanced mission-based teaching
- A collective outlook about excellence in learning and teaching
- A modern, innovative, and creative 21st century curriculum
- A dynamic program of professional development
- Expert teachers with pedagogical resources
- Strategic leadership and direction

The transmission of history and culture, the broadening role of teachers, the exponential growth of digital literacy, the inclusion of global and multicultural programs, and the expanded requirements for professional teacher development all suggest that modernization matters now more than ever. Schools fail when they become obsolete, mission-diverted or diminish their focus on student success.

Today, powerful shifts in education demand constant review of programs, practices and progress. The finest forms of institutional assessment consider:

- Are our programs and course of study preparing students for 21st century challenges?
- Do teachers receive sufficient professional development?
- How do we accurately assess student progress with respect to developing scholarship alongside character?
- Are the values embedded in our educational foundation documents known, valued and conveyed in all undertakings?

At Austin Prep, the educational journey has always been grounded in an honest understanding for comprehensive education. Austin Prep graduates acquire values, knowledge, character and a deep self-knowledge of their abilities, establishing lifelong learning habits.

At a time when information is so easily attainable, our curriculum must be more engaging and inspiring, generating experiences inaccessible through technology. What follows is an actionable, detailed framework of goals and objectives to achieve school-wide excellence through innovation and creative planning.

Austin Prep is committed to leading the way!

UPPER SCHOOL STRATEGIC GOALS

GOAL #1: FOUNDATION DOCUMENTS

Integrate the new foundation documents into the school community and culture to establish a mission-based approach to student advising, educational outcomes and teaching excellence

GOAL #2: PROFESSIONAL DEVELOPMENT

Expand and refine the professional development schedule and related activities to construct a culture of high-impact teaching

GOAL #3: TEACHER EVALUATION

Offer meaningful and constructive feedback to teachers in an atmosphere of support and cooperation to pursue expert teaching with higher levels of student achievement

GOAL #4: CURRICULUM INNOVATION

Cultivate new and innovative curricular opportunities to increase knowledge and skills, seamlessly combining tradition with modernization to ensure students are well-prepared for the 21st century

GOAL #5: STUDENT ADVISING

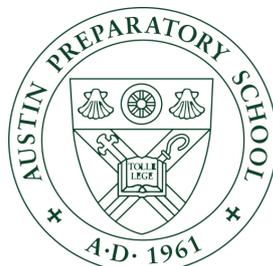
Provide students with trusted advisors and mentors to support and inspire academic, social and personal success

GOAL #6: TEACHER MENTORING

Foster and formalize teacher mentoring to ensure an effective orientation to Austin Prep's essential principles and values, diminishing teacher attrition and advancing longer tenures

GOAL #7: TECHNOLOGY & EDUCATION

Broaden and expand emerging technologies and digital educational tools to sustain an innovative culture and curriculum



UPPER SCHOOL STRATEGIC GOALS & OBJECTIVES

GOAL #1: FOUNDATION DOCUMENTS

Integrate the new foundation documents into the school community and culture to establish a mission-based approach to student advising, educational outcomes and teaching excellence

PROFILE OF THE GRADUATE Aspirational Outcomes
PROFILE OF TEACHING EXCELLENCE Model for Mastery
PROFILE OF THE STUDENT ADVISOR Student-Centered Culture

OBJECTIVES

- Clarify the outcomes associated with the Austin Prep journey to the community
- Establish consistency among teachers in their advising role, meeting teaching standards and providing high-quality learning experiences for students
- Create a culture of mission-based performance

GOAL #2: PROFESSIONAL DEVELOPMENT

Expand and refine the professional development schedule and related activities to construct a culture of high-impact teaching

- Cultivate opportunities for teachers to improve instructional practices on a systematic basis with in-service opportunities and off-campus experiences

OBJECTIVES

These experiences should emphasize:

- Project-based learning
- Assessment through exhibition of work
- Differentiated learning to accommodate distinctive learning styles
- Team-teaching strategies

- Support a vibrant teacher mentoring program at all levels
- Incentivize professional development with appropriate recognition
- Provide a system of dynamic communication for teachers to self-monitor and share their professional development experiences

GOAL #3: TEACHER EVALUATION

Offer meaningful and constructive feedback to teachers in an atmosphere of support and cooperation to pursue expert teaching with higher levels of student achievement

- Institute consistent approach to evaluation based on foundation documents
- Align the evaluation experience with other relevant school documents (e.g., AP Association Agreement)
- Provide teachers with:

OBJECTIVES

- Ongoing feedback and timely counsel
- Aggregated results from observations, student surveys, parent communications, outcomes of professional goal-completion, and student success data
- A commitment to mutual trust and support, furthering the goals of collegiality and collaboration

UPPER SCHOOL STRATEGIC GOALS & OBJECTIVES

GOAL #4: CURRICULUM INNOVATION

Cultivate new and innovative curricular opportunities to increase knowledge and skills, seamlessly combining tradition with modernization to ensure students are well-prepared for the 21st century

Create wide-ranging curricular opportunities to:

OBJECTIVES

- **Become Interdisciplinary:** Curriculum that integrates all departments
- **Integrate Technology Proficiency:** Assimilation of technological skills across the curriculum, incorporating proficiencies into all departments
- **Create Schedule Flexibility:** Defining and rolling out courses that meet on an alternate schedule
- **Examine Cross-Curricular Concentrations:** Concentrations—similar to college majors—might provide insight into career fields, including senior seminars and capstone projects, in addition to completing designated courses
- **Flipped Classroom/Online Course Integration:** Exploration of integrating online resources and educational software into a more flexible and modernized curriculum
- **STEAM Approach:** Upgraded STEAM curriculum, with programming options accessible to all students
- **Skills-Based Courses:** Instituting departmental programming, akin to the senior theology experience, into other areas (e.g., semester-long robotics competition, mock trial, Model UN, entrepreneurship, published newspaper, performances)

GOAL #5: STUDENT ADVISING

Provide students with trusted advisors and mentors to support and inspire academic, social and personal success

OBJECTIVES

- Ensure the advisory program contributes to the school's mission in academic success and character development
- Fully embrace the foundation document dedicated to the Role of the Advisor
- Encourage all teachers to partake in the advisory program as a core responsibility
- Continuously provide adequate training and resources for advisors
- Assess the program's effectiveness with periodic evaluation/surveys from students and teachers

UPPER SCHOOL STRATEGIC GOALS & OBJECTIVES

GOAL #6: TEACHER MENTORING

Foster and formalize teacher mentoring to ensure an effective orientation to Austin Prep's essential principles and values, diminishing teacher attrition and advancing longer tenures

OBJECTIVES

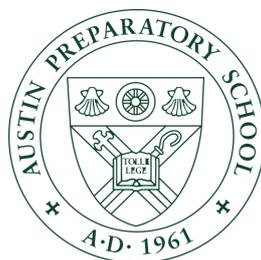
- Develop clearly-defined mentoring goals, while remaining flexible in application
- Institute early-in-the-year goals for mentors and mentees
- Support new teachers to succeed at the start of their tenure, minimizing the frustration and maximizing the potential for full integration into the Austin Prep culture and community
- Develop an end-of-year review to provide insight into the next mentoring sessions, allowing for adjustments and improvements based on outcomes
- Arrange for cross-generational and interdisciplinary mentoring pairs, which are very valuable experiences for both mentors and mentees

GOAL #7: TECHNOLOGY & EDUCATION

Broaden and expand emerging technologies and digital educational tools to sustain an innovative culture and curriculum

OBJECTIVES

- Sustain technology as essential professional development for teachers at various points on the continuum of technological fluency
- Routinely enhance the ethical side of digital technology with formal guidelines and discussion about healthy, ethical, legal and responsible use
- Update and distribute acceptable-use policies for the benefit of all members of the school community
- Introduce and support the expansion of technology in each division and department, incorporating technologies that support inquiry-based and student-centered learning, flipped classroom and project-based and problem based learning
- Provide the leadership and resources to incorporate technology in a steady and balanced manner
- Draw on the resources of local, state, and national organizations to remain current with trends and best school-based technology practices



UPPER SCHOOL STRATEGIC PLAN

CURRICULUM PLANS 2018-2019

HISTORY

2018

- ▶ Provide new tracks in sophomore year
 - American Women in History
 - American Presidency and the Media
 - American West
 - American Civil War
- ▶ Introduce History Club and Psychology Club

2019

- ▶ Study the possibility of adding AP Human Geography and AP Comparative Government courses

MATH

2018

- ▶ Consider Physics-based Algebra Honors course
- ▶ Present Advanced Math Concepts as an independent study
- ▶ Integrate a more statistics-oriented course with the social sciences

2019

- ▶ Initiate Technical Public Speaking course for presenting mathematical information and analysis

SCIENCE

2018

- ▶ Refine Science and Religion course
- ▶ Advance more in-depth lab experiences and more 3D applications
- ▶ Integrate a more statistics-oriented course with the social sciences

2019

- ▶ Expand Physical Science classes

ARTS

2018

INTRODUCE:

- ▶ Advanced Studio Art
- ▶ AP Studio Art
- ▶ Digital Art

WORLD LANGUAGES

2018 & 2019

COMMENCE:

- ▶ Spanish for Heritage Speakers
- ▶ Mandarin 3 and 4 (with plans for AP Latin)

UPPER SCHOOL STRATEGIC PLAN

CURRICULUM PLANS 2018-2019

ENGLISH

2018

- ▶ Make freshman classes more skill-based in writing and composition
- ▶ Include more speech and debate activities in sophomore classes
- ▶ Use The American Experience course to provide more collaboration with History Department
- ▶ Literature and Religion course will continue to add course credit in English and Theology

2019

CONSIDER THE FOLLOWING JUNIOR AND SENIOR COURSES:

- ▶ Rebels and Dreamers
- ▶ Voices on the Fringe
- ▶ Monsters in British Literature
- ▶ The Great War
- ▶ Creative Writing

THEOLOGY

2018

INTRODUCE:

- ▶ Christian Leadership and Service
- ▶ Campus Ministry
 - A service practicum will introduced second semester
- ▶ Augustinian values and course themes will be embedded in the freshman Theology course and in the upper-level Church History and Church Morality courses

2018 & 2019

- ▶ Continue to introduce more team teaching, as it was successfully introduced in the Faith and Science and Theology and Science courses this year

UPPER SCHOOL STRATEGIC PLAN

RECOMMENDED PRACTICES FOR PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION

Based on the research and analysis completed by the Upper School Strategic Planning Professional Development Committee, there are wide-ranging designs that can be developed and become an integral part of the professional development and teacher evaluation models.

NOTE: These recommendations will need to align with research results from other teacher evaluation studies concurrently underway.

Fundamental faculty expectations include the successful performance of:

- Acting in accordance with and visibly supporting the Austin Prep mission
- Displaying planning and preparation for teaching
- Maintaining a classroom atmosphere that inspires learning
- Encouraging the development of the whole child in multiple roles (e.g., advisor, club coordinator)
- Pursuing advanced credentials and training
- Engaging in steady growth and renewal through professional development

As tuitions rise and budgets expand to create more value, subsidized in large part through more philanthropic activity, teaching standards must transcend the minimum standards for evaluation. Schools are delivering high levels of teaching excellence where the perceived value outshines the perceived cost of education.

Faculty Evaluation for Faculty Growth

- The role of the faculty evaluation system should incentivize and encourage teachers to improve all the time, viewing learning as a constant.
- The evaluation system should embrace broad professional teaching standards, but apply them on a very individualized basis centered on level of experience and performance.
- The evaluation system should be comprised of both procedural and performance accountability, subscribing to the Foundations of Teaching Excellence document.

UPPER SCHOOL STRATEGIC PLAN

RECOMMENDED PRACTICES FOR PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION

Recommended Strategies and Initiatives

Growth Folders

These folders will contain any mid- and end-of-year evaluation materials, opening goals, observation reports, teacher and administrator comments, and any voluntary initiatives taken outside the required evaluation rubric.

Classroom Visits & Observations

Instead of 1-2 annual lengthy observations by administration, it is recommended that classroom visits and observations be more frequent but shorter in duration. This will allow for greater focus on specific teaching strategies and more ongoing dialogue throughout the school year.

Goal Setting

Establishing annual goals must also allow for some shifting and refinement throughout the school year, which should be ongoing and materialize from consistent dialogue between the teacher and the department and/or division head.

✦ Summer months are an ideal time to develop new goals and improve others; the schedule of evaluation should reflect this as the school year winds down.

✦ The goal-setting process is always one of quality over quantity.

Teacher Portfolios

The digital portfolio is a central repository of teacher evaluation and professional development activities, supported by a Google Drive folder system to which the teacher, department head and division leader have access. The contents of the folder will be developed, but might include:

- Annual goals
- Mid-year goal reviews
- Observation comments
- End-of-year summative reports
- Samples of student work
- Samples of lessons plans or assessments
- Samples of project rubrics
- Samples of teacher/parent communications (e.g., anecdotal reports, emails)
- Professional development activities
- Student feedback surveys
- Coaching and mentoring activities

UPPER SCHOOL STRATEGIC PLAN

RECOMMENDED PRACTICES FOR PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION



EVALUATION STRUCTURES

The Professional Development Committee recommends the use of the following structures, which will need to be developed during the 2018-2019 school year:



The creation of a Professional Development Communications Team devoted to disseminating information about professional development activities and opportunities locally, statewide and nationally.



The use of Project Interteach, whereby teachers observe each other and discuss the results without administrator participation to facilitate dialogue about great teaching.



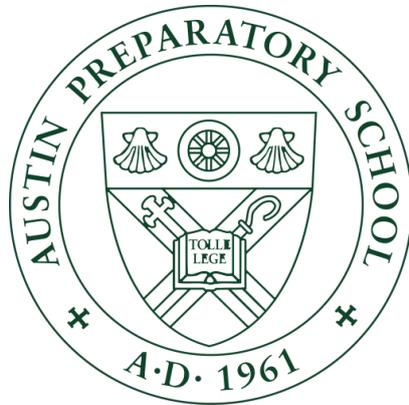
Partnerships with peer schools will provide opportunities for teachers to share strategies and program information with external sources.



A Personal Learning Network will foster communication among teachers, enabling idea sharing from professional development experiences.



Coaching & Mentoring arrangements will enable veteran teachers to discuss and elaborate on their experiences, guiding new teachers or those teachers new to Austin Prep. A formal mentoring program should be developed during the 2018-2019 school year.

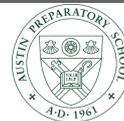


UPPER SCHOOL STRATEGIC PLAN



APPENDIX

UPPER SCHOOL STRATEGIC PLAN DEPARTMENT HEADS' QUESTIONNAIRE



FOR DISCUSSION BY DEPARTMENT HEADS
WITH DEPARTMENT MEMBERS:

1. What new courses will be introduced next year and in the next two years?

2. What new, department specific programs and co-curricular activities will be introduced next year and in the next two to three years?

3. What existing courses or programs already introduced will be developed much further?

4. How will departments develop the following teaching strategies to enhance learning?

- Differentiated learning:

- Lessons from Ken Robinson on cultivating creativity:

- Inquiry and project-based learning:

- Cross-over teaching - the team teaching model:

5. What new strategies will be introduced to boost student engagement in the learning process?

6. How will technology impact the teaching process?

SCHOOL PROFILE

Name of Austin Prep Team Member:

School Visited:

Date of Visit:

Grades (e.g, 6-12; 9-12):

Coed or Single Sex:

MEETINGS

Name of Teacher / Administrator:

Title:

IMPRESSIONS

Culture

Facilities

Communications and Collaboration

Students and Faculty





MAJOR TAKEAWAYS

Curriculum Innovation

Advisory

Professional Development

Technology as an Accelerator for Teaching and Learning

Community Service

Senior Capstone Projects

Other Important Initiatives

CHECKLIST: HANDOUTS TO OBTAIN, IF AVAILABLE

- Curriculum Guide
- Profile of the Graduate
- Profile/Standards for Teaching Excellence
- Standards for Professional Development
- Standards for Advisors and Advisory System (Teacher Training Information)
- US Strategic Initiatives for the Year (Major Priorities)