



Denver Academy of Torah



GRALAND COUNTRY DAY SCHOOL

ST. MARY'S ACADEMY
FAITH COMMUNITY JUSTICE RESPECT



ST. ELIZABETH'S SCHOOL



WATERSHED SCHOOL



BCD BOULDER COUNTRY DAY SCHOOL



FRIENDS SCHOOL



Challenging minds, nurturing spirits.



Colorado Rocky Mountain School





ANNUAL LEADERSHIP CONFERENCE



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Culture and Compensation: How to Empower Your Faculty

Josh Cobb (HOS) and Juan Botello (DFO)

Graland Country Day School

PreK - 8, Denver, CO





Welcome

Imagine a compensation system that aligns with your schools values and promotes a culture of growth.



Discussion Question

What are your school's values of faculty excellence? How does your compensation system align with your values?



Desired Outcomes



**A system that
bolsters our values**

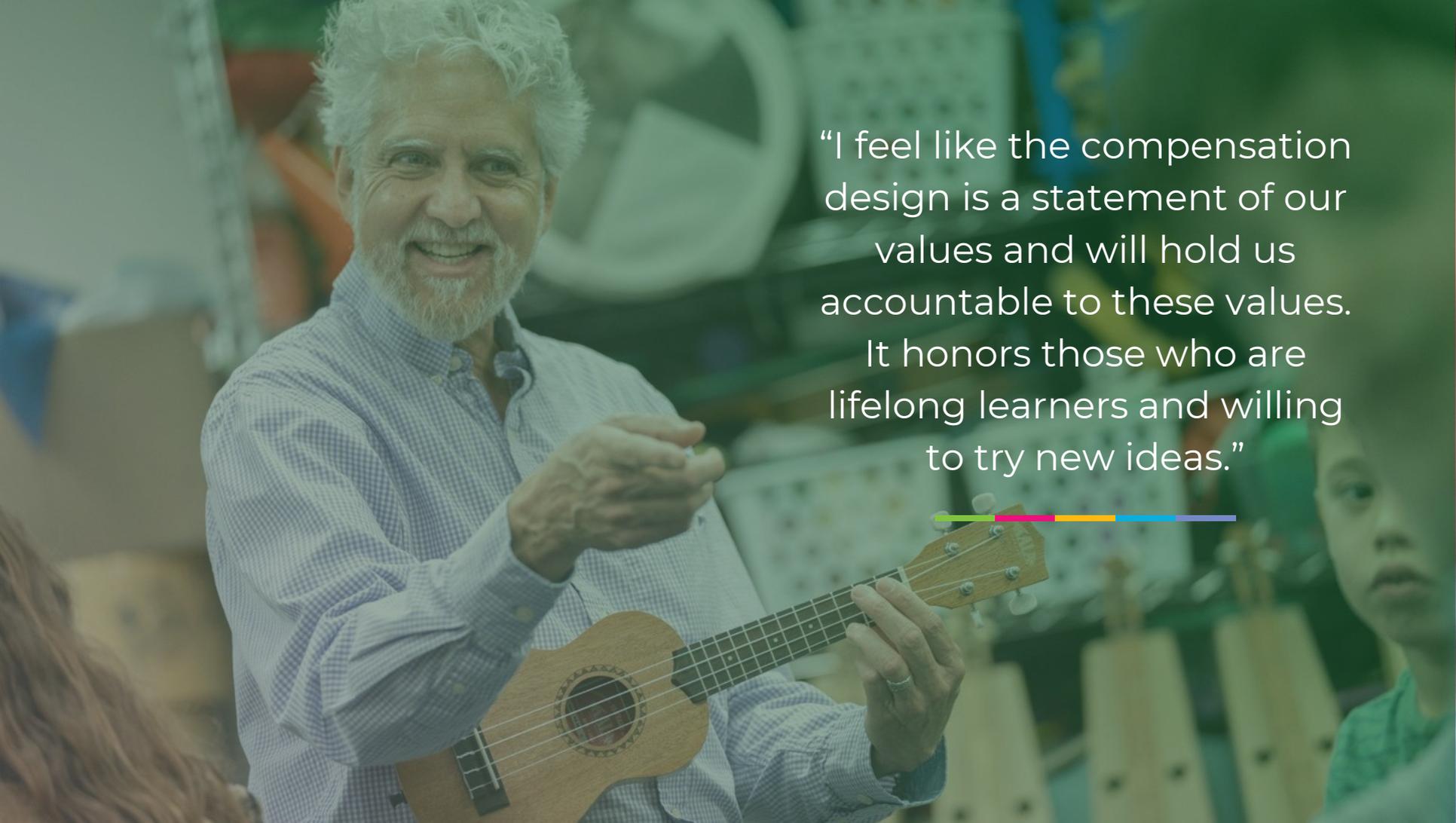
Classroom Mastery

Innovation

Collaboration

Leadership

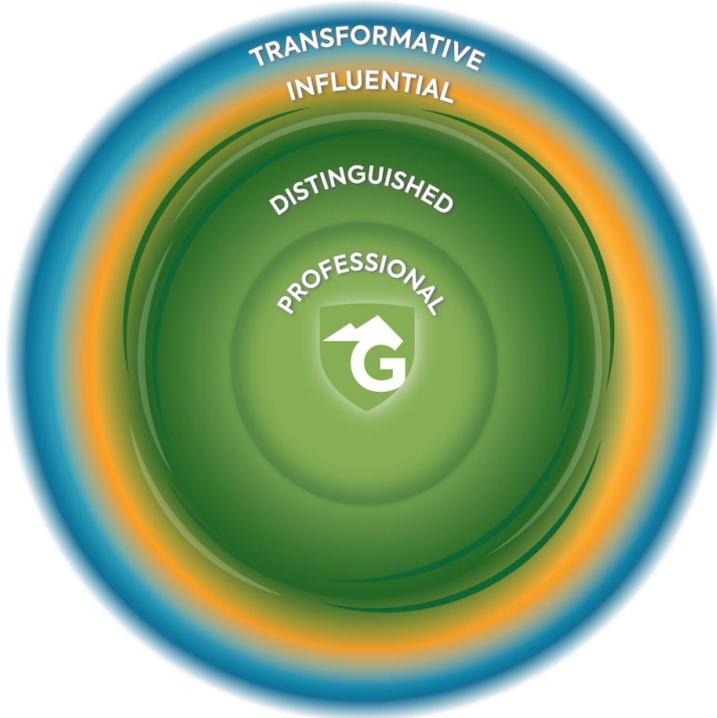


A photograph of a man with white hair and a beard, wearing a blue and white checkered shirt, playing a wooden ukulele. He is smiling and looking towards the camera. The background is a classroom with various educational materials and a young child's face is partially visible on the right. A horizontal bar with a rainbow gradient is positioned below the text.

“I feel like the compensation design is a statement of our values and will hold us accountable to these values. It honors those who are lifelong learners and willing to try new ideas.”

Banded “Sphere” Model

Defining Your Professional Trajectory



CLASSROOM MASTERY

Professional:

All faculty hired by Graland are professionals who meet our high standards of creating a classroom environment of respect and rapport, establishing a culture of growth, providing a purposeful atmosphere for learning, and exhibiting professionalism. These faculty apply a range of strategies to enhance student learning.

Distinguished:

Showing the skills of the professional mentioned above, these faculty take their mastery in the classroom to the next level with additional years of experience, deeper more seasoned expertise and the skillful engagement of a range of learners.

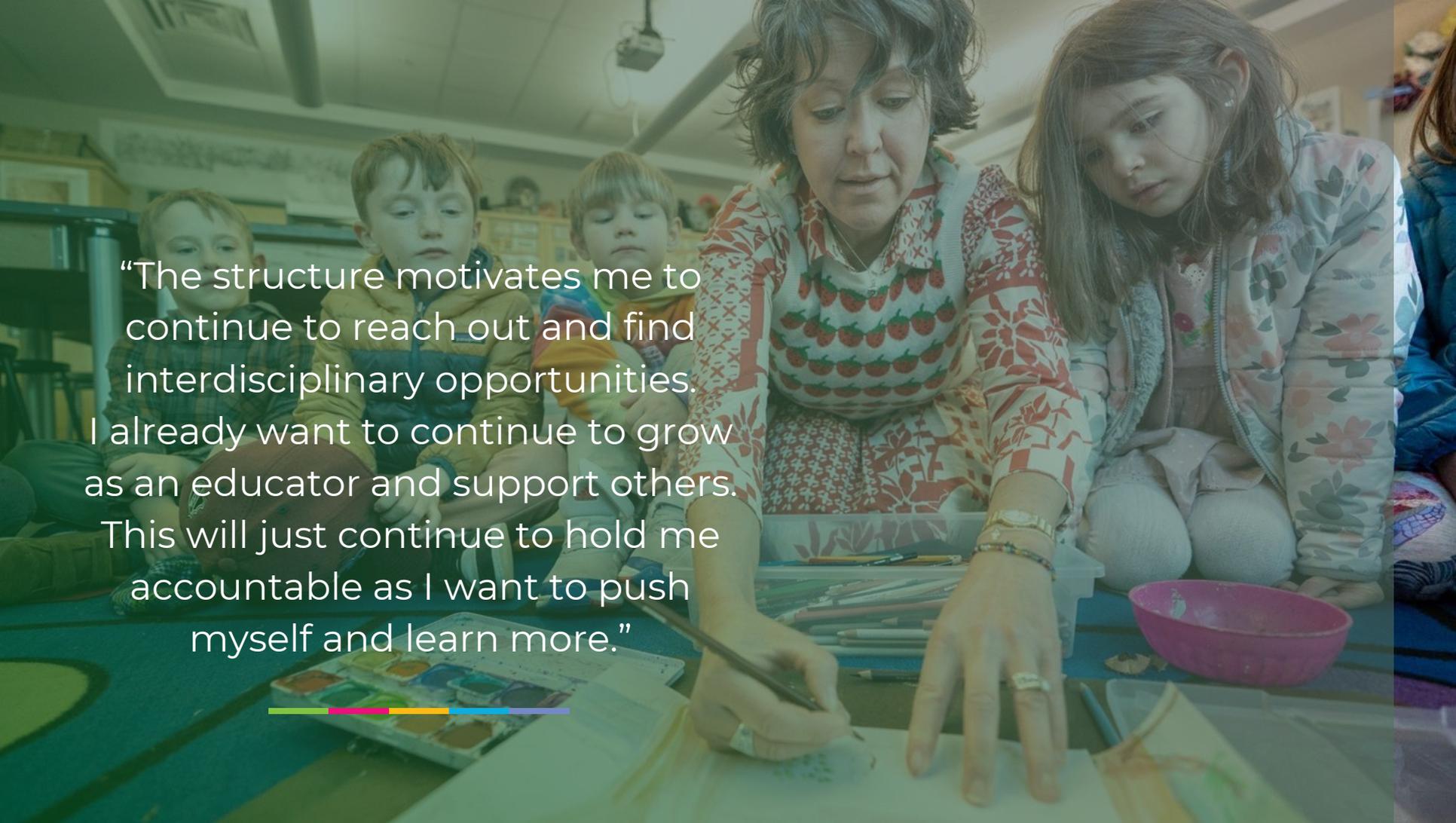
LEADERSHIP & OUTWARD IMPACT

Influential:

Expanding beyond their classrooms, influential educators contribute to colleagues' growth through effective collaboration. They continually seek to promote student learning through innovation, putting new ideas into action.

Transformative:

The final sphere is reserved for those exceptional teachers who have truly influenced and sustained change at Graland. They implement new ideas and advance effective educational practices through school-wide leadership.

A woman with short grey hair, wearing a red and white patterned sweater, is sitting on the floor in a classroom, focused on drawing on a piece of paper. She is surrounded by several young children, some of whom are also looking at the paper. The room is filled with art supplies, including a watercolor palette, a pink bowl, and various colored pencils. The scene is lit with a soft, greenish tint.

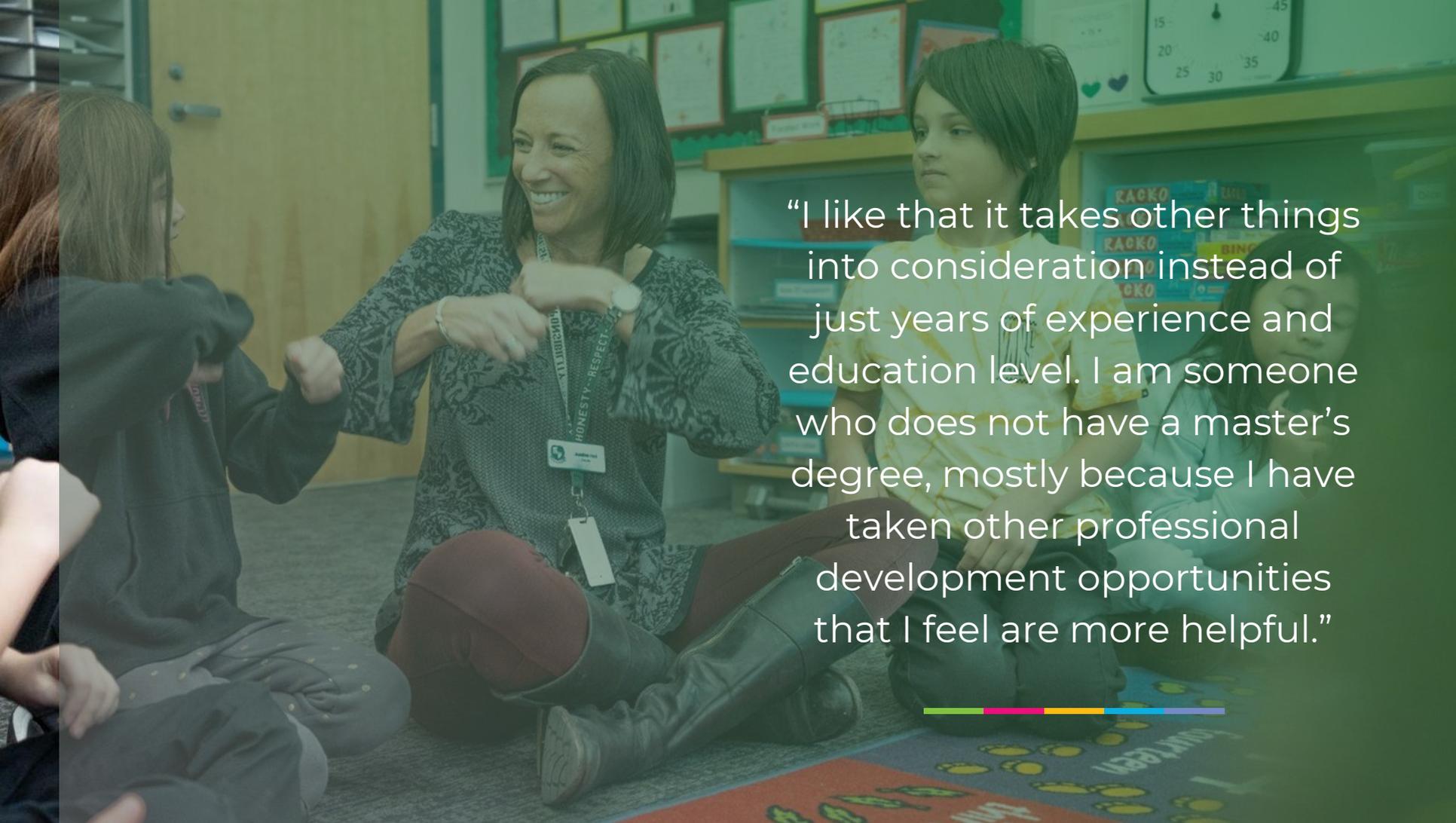
“The structure motivates me to continue to reach out and find interdisciplinary opportunities. I already want to continue to grow as an educator and support others. This will just continue to hold me accountable as I want to push myself and learn more.”

Rubric

Maintaining Consistency. Promoting Value-Aligned Goal Setting.

Creates an Environment of Respect and Rapport and Establishes a Culture of Growth in the Classroom	Establishes a Purposeful Atmosphere for Learning	Professionalism
<ul style="list-style-type: none">• Builds positive relationships with students by demonstrating respect and care• Communicates effectively with students from a variety of backgrounds• Conveys high expectations for student learning• Utilizes a variety of instructional settings to engage students and maintain a productive classroom• Creates a safe environment that promotes intellectual risk-taking	<ul style="list-style-type: none">• Meets individual student needs and engages the SST team to ensure lessons support all learners• Maximizes learning time by executing well-paced and well-structured lessons• Uses inquiry to deepen learning• Provides specific, substantive and timely feedback• Uses formative assessment to drive instruction• Promotes collaboration between students	<ul style="list-style-type: none">• Maintains effective systems for tracking student learning• Initiates plan for professional growth• Consistently collaborates with colleagues• Demonstrates commitment to Graland's initiatives and curriculum• Is receptive to learning and implementing new ideas• Welcomes feedback as an opportunity for growth• Communicates effectively with colleagues and families• Demonstrates responsibility, flexibility, timeliness, preparedness and integrity





“I like that it takes other things into consideration instead of just years of experience and education level. I am someone who does not have a master’s degree, mostly because I have taken other professional development opportunities that I feel are more helpful.”



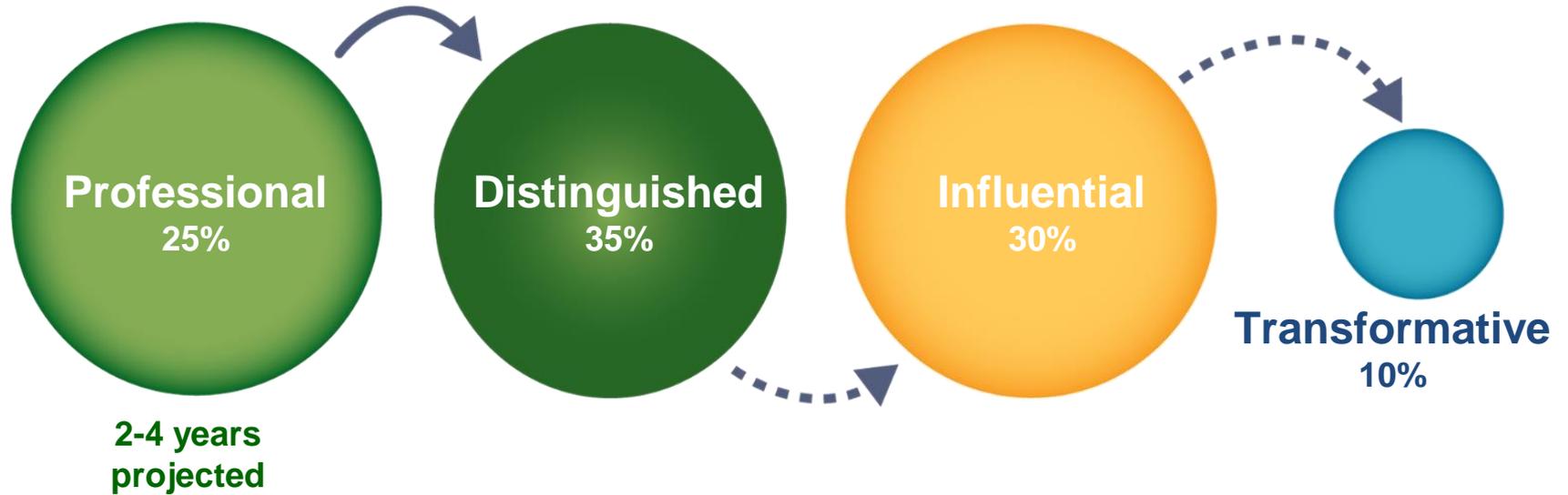
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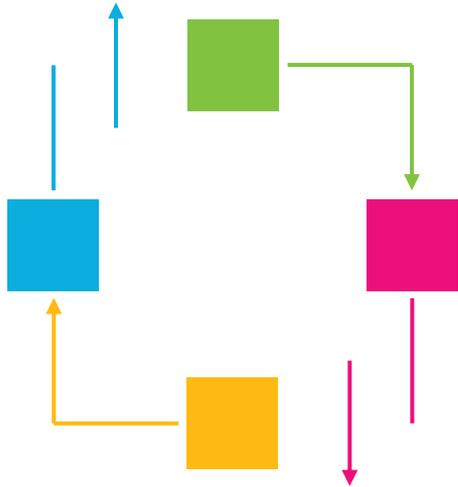


Banded “Sphere” Model

Defining Your Financial Trajectory



Financing the System



**Operational
Efficiencies**
+
Tuition
+
Endowment



Current Lessons



- COVID lesson: the system relies on energy and initiative
- Supplement sphere system to galvanize a culture of professional growth
 - Professional Growth Partners
 - Instructional Coaches
- Due to subjectivity of criteria, the system relies on numerous administrative perspectives and is time-intensive.
- Rework evaluation and professional growth models in concert with this change.
- Leverage flexibility to recruit and retain while minimizing inequity
 - Use of old scale
 - Salary reset with sphere transition



Discussion



What excites you about
this system?

What challenges do you
foresee with this system?





“[I like] that it honors the way I show up to school each day. That it honors my commitment to the community. It inspires collaboration.”

Questions?



Get in Touch:

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