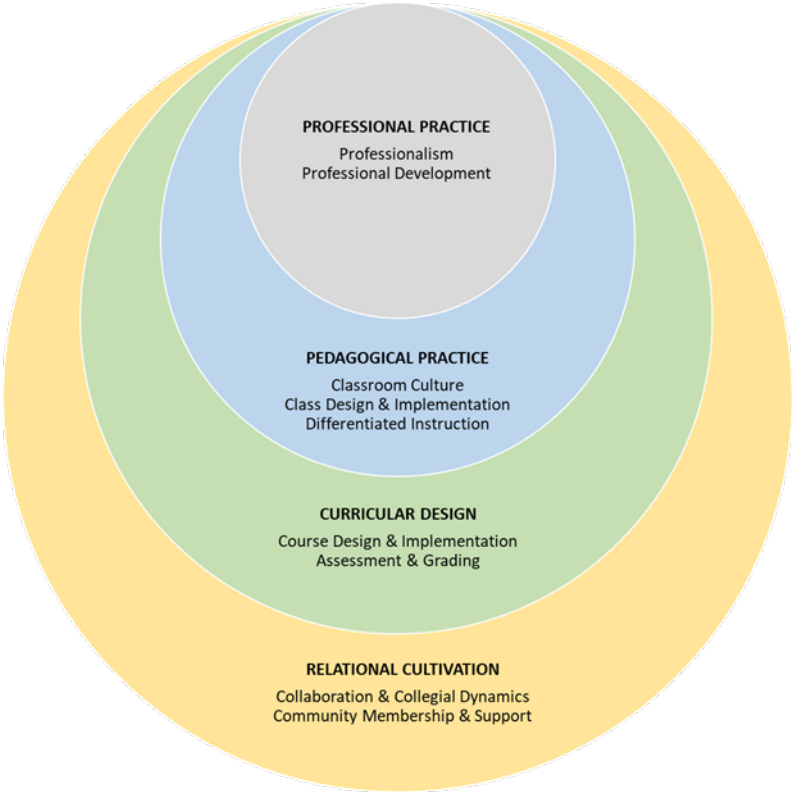
EPS Professional Development Project (Faculty)

At Eastside Preparatory School (EPS), building and maintaining our high-trust culture is our most important pursuit. Everyone in our community reinforces and reinvents the culture daily.

The Professional Development Project (PDP) emerged from a recognition that teaching is like few other professions—there isn't a career ladder or a 'next step' without leaving the classroom. EPS created the PDP to stimulate the professional ethos of our community through the hiring and development of great teachers—and to keep their practice evolving by identifying clear targets for advancement. The program works on two planes—building capacity among existing teachers and those new to teaching in an independent school. The model encourages personal and professional growth, and sets high yet achievable standards, while creating a sense of professional belonging.



This is done by providing clear measures for high-quality teaching, recognizing professional growth as teachers advance to one of four levels on a professional ladder, and providing a compensation increase as each level is achieved.

Most professional development models in schools are evaluative in nature and facilitated by an over-stretched administrator on whom the success of the evaluative process depends. At EPS, the PDP advances professional development by leveraging the high-trust nature of our community.

Faculty working toward each PDP level do so with the support and critique of a team of fellow teachers throughout a 1-year process. Teachers engaged in the portfolio process start as part of a cohort and are then surrounded by a feedback team that is facilitated by an experienced colleague. Essential to building and sustaining a professional ecosystem are the feedback loops these teams create.

Each team meets monthly, does classroom observations, and provides feedback as candidates gather evidence and reflect on 4 professional domains (each of which includes 2 to 3 categories). The domains intentionally move from the individual professional to the professional's role in the broader community. The first domain, Professional Practice (Professionalism, Professional Development) focuses on the importance of executive functioning and continual growth for the educator, the second, Pedagogical Practice (Classroom Culture Class Design & Implementation, Differentiated Instruction) focuses on teaching excellence in the classroom, the third, on Curricular Design (Course Design & Implementation, Assessment & Grading), examines the broader realm of collaborative curricular development, and finally, Relational Cultivation (Collaboration & Collegial Dynamics, Community Membership & Support) focuses on holistic role of educator in the broader school community.

REFLECTIVE PROMPTS | DIGITAL PORTFOLIO

Use these questions to guide your thinking and writing on each domain, category, and indicator.

Current Practice How does each indicator in this category contribute to your current practice?	**Evidence & Artifacts** What evidence | artifacts best demonstrate each indicator as a consistent element of your current practice?
Future Practice How do you plan to deepen your professional/teaching practice connected to this category in the next 2-3 years?	**Integration** How do each of the indicators in this category integrate with the others as part of your current practice?
PDP Digital portfolios are constructed in WordPress or OneNote PDP Portfolios | Faculty & Staff (link)	

YOU | BIO/TEACHING PHILOSOPHY — 1-1½ pages

Share who you are and what your teaching posture and/or philosophy is as an EPS Faculty member.

PLAN | PROFESSIONAL PRACTICE — ½ -1 page

The ways each EPS teacher approaches organization, prioritization, communication, feedback, and development.

✓	**A. Professionalism** — **1-1½ pages** A professional posture that includes an intentional schema for organization, prioritization, feedback, and reflection.
	(1) manages and prioritizes professional tasks and responsibilities
	(2) communicates and responds to students, parents, and colleagues in a timely and constructive manner
	(3) displays openness and comfort with visitors observing class; seeks out diverse opinions of others for guidance
	(4) approaches recommendations for improvement receptively and responsively
✓	**B. Professional Development** — **1-1½ pages** An intentional approach to improvement and development deepens professionalism and craft.
	(1) participates actively and constructively in Program Development Day activities
	(2) pursues opportunities to present/facilitate during Program Development Days and/or external conferences
	(3) identifies and pursues internal and external professional development opportunities to enhance practice

CONNECT | RELATIONAL CULTIVATION — ½ -1 page

The ways each EPS teacher cultivates, maintains, and evolves relationships with colleagues, students, families, and the broader community outside of EPS.

✓	**C. Collegiality** — **1-1½ pages** Teaching is a collaborative act that requires an openness to connection and relationship
	(1) develops mutually respectful and productive relationships with colleagues
	(2) partners consistently with colleagues on projects (i.e., integration, service learning, advisory)
	(3) engages in collegial activities hosted by the school
✓	**D. Community Membership** — **1-1½ pages** A healthy school community promotes active participation and a sense of belonging
	(1) acts as a strong and positive ambassador for EPS
	(2) attends school events and student performances (i.e., arts, athletics, social)
	(3) participates visibly in the daily life of the school
	(4) recognizes and supports diversity in all its forms

Surveys and/or interviews required for these categories

TEACH | PEDAGOGICAL PRACTICE ½ -1 page

The ways each EPS teacher designs and facilitates the classroom experience for both the individual student and the full class.

✓	**E. Classroom Culture** 🎥 **1-1½ pages** A positive and inclusive classroom culture serves as the foundation of an elevated learning experience
	(1) communicates behavioral expectations that are appropriate to class activities
	(2) coaches and reinforces peer-to-peer dynamics that are appropriate and constructive
	(3) develops a respectful relationship with each student, instilling confidence that the teacher is invested in their success
	(4) demonstrates cultural competence by promoting inclusivity (i.e. culturally responsive teaching inc. neurodiversity)
	(5) designs a classroom culture that promotes preparedness, engagement, self-advocacy, perseverance, and collaboration
✓	**F. Class Design & Facilitation** 🎥 **1-1½ pages** Class experiences employ a cohesive arc, clear guidelines, and varied activities.
	(1) begins class sessions with a clear statement about the lesson's objectives and place in the progression of course
	(2) designs and implements varied activities in each class period
	(3) brings each activity to closure effectively and transitions intentionally to subsequent activities
	(4) ensures that students are using technology and tools effectively
	(5) concludes class with a summary and clear tie-in to the next class
✓	**G. Differentiated Instruction** 🎥 **1-1½ pages** Instruction is adaptive to the learning needs of the full class, small groups, and individual students.
	(1) considers and addresses each student's learning profile
	(2) designs class activities that engage and accommodate for both individual students and a diverse group of learners
	(3) builds in opportunities for each student to contribute during each class period
	(4) provides alternative explanations of course concepts
	(5) adapts instruction based on formative assessment

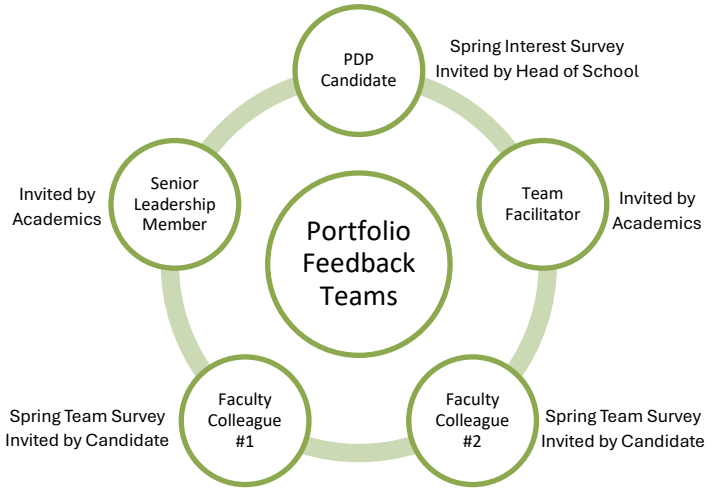
🎥 Video recording required for these categories

DESIGN | CURRICULAR DESIGN ½ -1 page

The ways each EPS teacher designs, implements, and assesses the student experience.

✓	**H. Course Design** **1-1½ pages** Course design employs discipline thinking/doing and makes connections to student interests, other academic disciplines, and the world beyond EPS. (individual & collaborative)
	(1) uses the thinking, structures, and teaching methodologies of their academic discipline to design coursework
	(2) builds courses informed by their academic discipline's philosophy statement
	(3) considers EPS's pedagogical tenets (inquiry, experience, integration) when designing coursework
	(4) updates and evolves courses content and skills to reflect the contemporary world
✓	**I. Assessment and Grading** **1-1½ pages** Thoughtful design of student work provides opportunities for learning, collaboration, and reflection
	(1) designs assignments that provide opportunities for quality student performance and meaningful teacher feedback
	(2) designs major assessments that reflect course outcomes

PROCESS & STRUCTURE | DIGITAL PORTFOLIO



	Mins	Segment	Role	Description
(10) Opening	5	Session Overview	Facilitator	Introduction of Categories | Indicators | Evidence (C-I-E) to be considered
	5	Study Hall	Candidate	Review of C-I-E in Team OneNote
Framing (10)	5	Clarifying Questions	Team	After reading, Team asks candidate for clarifying questions C-I-E posts
	5	Invitation for Feedback	Candidate	Candidate identifies 2-3 specific outcomes they would like from the session and invites feedback on these outcomes
Workshop (35)	5	Direct Praise	Team	Team provides specific, positive feedback to set a foundation for constructive critiques
	5	Critique for Improvement	Team	Team provides positive, direct critiques
	15	Workshop | Discussion	Team	Team discusses posts Candidate takes notes
	5	Report Back	Candidate	Candidates shares notes
Closing (10)	5	Next Session Evidence	Candidate	Candidate shares thinking
	5	Wrap-up	Facilitator	Facilitator summarizes session

Facilitator Guidelines

- Support, advocate, and cheerlead for PDP candidate
- Meet to plan monthly meetings with candidate
- Facilitate and identify a note-taker for each session
- Keep sessions focused on present practice and improvement of future practice
- Facilitate scheduling of classroom observations for Pedagogical Practice (*Classroom Culture, Differentiated Instruction, and Class Design & Facilitation)*

*The Faculty Development Coordinator supports and checks-in with the Facilitators throughout the year

Portfolio Feedback Sessions

- Portfolio feedback teams meet for 8 formal sessions during the winter and spring terms. (60 mins)
- Most teams (AM meetings) | Some Teams (in-day)
- Meetings scheduled by Academics Office
- Each session focused on different categories
- Optional portfolio tuning protocol (see above)

SESSION CALENDAR | PORTFOLIO FEEDBACK TEAMS

All candidates explore and engage all categories.

No Meeting	**Session 1** Oct AM	**Session 2** Nov AM	**Session 3** Dec PDD	**Session 4** Jan AM	**Session 5** Feb AM	**Session 6** March AM	**Session 7** April AM	**Session 8** May AM
Professionalism	Intro Feedback Team and PDP Process	Collegiality	Classroom Culture	Differentiated Instruction	Class Design & Facilitation	Course Design	Assessment & Grading	Review Draft Portfolio
Professional Development		Community Membership						
Final Digital Portfolios | Due: June 11, 2025 @ 8am								

ADDITIONAL NOTES | PDP PROCESS

(1) Faculty candidates are extended 1 additional personal day to work on their portfolio (arrange w/ Division Office)
(2) Faculty candidates are encouraged to meet and collaborate with others in their PDP cohort.
(3) Faculty candidates can consider visiting the classrooms of colleagues on their feedback teams.
(4) Faculty candidates share their work and are celebrated at the end-of-year PDDs.