

## **Trinity Christian School Faculty Development Plan**

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**TRINITY**  
CHRISTIAN SCHOOL

### **What I Did:**

Trinity Christian School is a new school established in 2003 now serving 185 students K-12. Being a part of the classical Christian School movement, Trinity needed a long term sustainable plan for caring for and developing teachers who understand the distinctives of teaching in a classical Christian school. Following a lengthy research phase including reading articles and books, consulting with other heads of school, and a series of listening sessions with faculty, I designed a faculty development program. It took into account the teacher's compensation, training and evaluation, spiritual formation and worldview, and ownership of the program.

### **What Did I Learn?**

- In setting in place the teacher training, we needed to give the teacher's time in their schedule to complete the requirements. We cannot just add requirements without giving more time.
- It is very important to teachers that they not only have time to work through the requirements but that more importantly they have time to collaborate across the curriculum and across the grades. They really do value the time to collaborate and be a part of a team. This connectedness builds their morale and sense of ownership, resulting in a greater professionalism.
- Tying compensation to training levels with appropriate assessments or proof of competence at that level is a great way to encourage teachers in their professional growth and does not carry the same controversy or "baggage" as merit pay for teachers based on students' performance.
- Effective teacher evaluation is more of a 360 view including teacher self evaluation, administrator observations, planning documents, and student artifacts.
- Teachers feel even more cared for when there is more intentional time given to their spiritual formation. Our staff responded very positively to this aspect of the program.
- Most teachers want greater ownership and are excited about being more involved in the direction of the program and being freed to be more involved in the creative process of building our school program.

### **What Difference Did It Make?**

It seems that the results of a plan like this are difficult to observe right away. The true test of the impact of this program will be increasingly observable in the years ahead. That being said, the training and care involved in this faculty development program led to greater retention of teachers and much higher marks on the surveys from faculty this year. This organized the many different things we were doing for training and evaluation and just made this more streamlined, purposeful, and intentional. It is something that will allow us to train teachers and care for them in accordance with our mission and vision for years to come. Teachers are already becoming more willing to take on extra projects and responsibilities because they see it as part of a whole approach to caring for them and becoming a more collaborative learning community together.