

Empower, Collaborate, Lead: Building Tomorrow's Success Today!

How to make a difference in academic performance beginning with school leaders.

Dr. Jeri Kay Hardy

Academic Success

Teacher Collective Efficacy 1.57

Student Collective Efficacy .92

Self-reported Grades 1.33

Collective Efficacy

Simply put, collective teacher efficacy is the belief that teachers can more positively impact the learning of their students if they work as a team. Each word of the term is important. “Collective” refers to the power of groups of teachers over individual teachers.

Collective Efficacy Starts at the top.

Barriers to collective efficacy identified by leaders. Sticky note activity

Strategies to improve Collective Teacher Efficacy

- Embed a routine practice of public learning
- Periodically pause to celebrate teacher learning over time
- Use knowledge management tools to help make teacher learning visible

Taken from ASCD

<https://www.ascd.org/blogs/three-actions-for-building-a-culture-of-collective-ef-cacy>

	Student Learning Goal	Data Source(s)	Indicators of Success	Changes in Practice	Key Shifts in Thinking
Teacher A					
Teacher B					
Teacher C					
Etc.					

Instructional Practices Inventory

Jerry Valentine, Created an Instructional Practices Inventory to gauge student engagement in the classroom.

Superintendents and Assistant Superintendents

We use the IPI as a quick walk-through to update principals on a snapshot of student engagement in the classroom.

Instructional Practices Inventory

Observation Rubric 6-07

Student-Engaged Instruction	Student Active Engaged Learning (6)	Students are engaged in higher-order learning. Common examples include authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research.
	Student Learning Conversations (5)	Students are engaged in active conversations that construct knowledge. Conversations may have been teacher stimulated but are not teacher dominated. Higher-order thinking is evident.
Teacher-Directed Instruction	Teacher-Led Instruction (4)	Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and video instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.
	Student Work with Teacher Engaged (3)	Students are doing seatwork, working on worksheets, book work, tests, video with teacher viewing the video with the students, etc. Teacher assistance or support is evident.
Disengagement	Student Work with Teacher Not Engaged (2)	Students are doing seatwork, working on worksheets, book work, tests, video without teacher support, etc. Teacher assistance or support is not evident.
	Complete Disengagement (1)	Students are not engaged in learning directly related to the curriculum.

The IPI process was developed by Bryan Painter and Jerry Valentine in 1996; revised by Valentine in 2002, 2005, and 2007. The IPI was designed to profile school-wide student engagement with learning and was not designed for personnel evaluation.
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CSIP Review

Continuous Review with administration
Continuous Review with Board of Education
Implement Vision Mission and Goals
Plan on a Page

GCR2 CSIP Plan on a Page

PILLAR 1: ACADEMIC FOCUS

- 1.1 Curriculum
GCR2 will ensure each student has equitable access to a rigorous and viable curriculum. (TL1, TL2, TL3)
- 1.2 Teacher Effectiveness
GCR2 will ensure every staff member is employing effective instructional practices. (TL5, TL6)
- 1.3 Professional Learning and Collaboration
GCR2 will provide continuous learning opportunities for teachers and develop a culture of staff collaboration. (TL8)
- 1.4 Data-Based Decision-Making
GCR2 will use data at the classroom, building, and district levels to improve programs and processes. (DB1, DB2, DB3)
- 1.5 Student Success
GCR2 will ensure high levels of student achievement. (TL1)
- 1.6 Student Support
GCR2 will ensure a multi-tiered system of support is in place to meet the needs of all students. (TL1, TL2, TL7, TL10, TL11, TL12)
- Career Technical Education
- 1.7 GCR2 will provide students with innovative and project-based learning experiences with an emphasis on career education and preparation. (TL3, TL4, TL9)

PILLAR 2: BUSINESS FOCUS

- Governance
- 2.1 The GCR2 Board of Education will engage in ethical and transparent governing practices in accordance with board policy and state and federal regulations. (L1, L2, L3, L5)
- Budget and Long-Term Planning
- 2.2 GCR2 will engage in long-range facilities planning in order to provide an environment conducive to high levels of learning. (L4)
- Personnel, Leadership Development, and Program Evaluation
- 2.3 GCR2 will recruit, employ, and retain highly qualified staff members and work to continually develop employees and improve programming. (L6, L7, L9)
- Safety
- 2.4 GCR2 will address the safety and security of every staff member and student in all district facilities. (L10)

PILLAR 3: COMMUNITY FOCUS

- Student Well-Being
- 3.1 GCR2 will ensure a safe and caring environment for all students. (CC1, CC2)
- Communication
- 3.2 GCR2 will ensure effective internal and external communication and provide frequent opportunities for stakeholder engagement and feedback. (L8)
- Parent and Community Partnerships
- 3.3 GCR2 will encourage parent engagement in the learning process and cultivate community partnerships to benefit both the school and the community. (CC3, CC4)

Admin Agenda 09.21.2023