

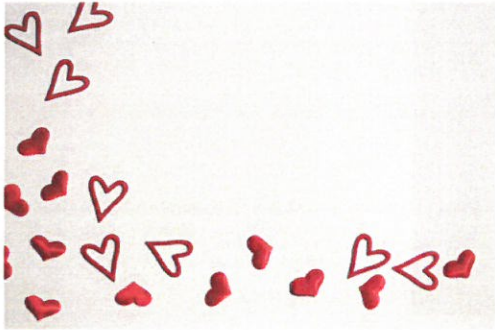
**February
Faculty
PD**

Feb. 4, 2019

Pali Pause



COUNCIL GROUPS: FOLLOW YOUR COUNCIL FACILITATORS



COUNCIL GROUPS	
GREEN	D102
PINK	LIBRARY
WHITE	D105

Data Gallery

FORM A TRIO WITH YOUR GRAPHIC ORGANIZER COLORS:

(1 WHITE , 1 GREEN, AND 1 PINK) = TRIO

YOUR TRIO WILL VISIT **FOUR** DIFFERENT DATA EXHIBITS.

AFTER YOU ALL COLLECTIVELY DISCUSS THE DATA,

INDIVIDUALLY FILL-OUT THE TABLE ON YOUR GRAPHIC ORGANIZER.

GRAPHIC ORGANIZER: GALLERY WALK

DATA GALLERY WALK

Your group will visit four (4) different data exhibits. After you all collectively examine and discuss the data, individually fill in the table below.

	DATA TOPIC:	DATA TOPIC:	DATA TOPIC:	DATA TOPIC:
How would you summarize your group's discussion on this topic?				
What follow-up question(s)/additional do you have on this topic? What additional information would you like?				

PALI POSITIVES



PALI POSITIVE

CINDI
CALHOUN



PALI POSITIVES

RUTH
HOROWITZ

JOE
RINGELHAN



EXIT TICKET

"THE POWER OF COLLECTIVE EFFICACY" ARTICLE EXCERPTS

Jenni Donohoo, John Hattie, and Rachel Eells advocate that "success lies in the critical nature of collaboration and the strength of believing that together, administrators, faculty, and students can accomplish great things." From the article, address the following prompts.

In your own words, what is collective efficacy?	
Why is collective efficacy essential for a school?	
What can occur if collective efficacy is lacking at a school?	
What are two key actions teachers can take to promote collective efficacy?	

EXIT TICKET

After reading the article, participating in the Council discussions, and reflecting on the schoolwide data, what is the most important positive action we as a staff can do to **together** for the success of all our Pali students?

Explain why you feel this is the most important collective action for Pali.

HAVE A WONDERFUL EVENING!



**AND HAVE A
LOVE-LY
VALENTINES'
DAY!**

NAME: _____

FEBRUARY FACULTY PROFESSIONAL DEVELOPMENT

DATA GALLERY WALK

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NAME: _____

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COUNCIL GROUPS	
GREEN	D102
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The Power of Collective Efficacy (edited)

Jenni Donohoo, John Hattie and Rachel Eells

When teams of educators believe they have the ability to make a difference, exciting things can happen in a school.

In the 1970s, Albert Bandura, a psychologist at Stanford University, uncovered an interesting pattern in working-group dynamics. He observed (1977) that a group's confidence in its abilities seemed to be associated with greater success. In other words, the assurance a person places in his or her team affects the team's overall performance. Researchers have since found this to be true across many domains. When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups *are* more effective. For example, in communities where neighbors share the belief that they can band together to overcome crime, there is significantly less violence (Sampson, Raudenbush, & Earls, 1997). In companies, when team members hold positive beliefs about the team's capabilities, there is greater creativity and productivity (Kim & Shin, 2015). And in schools, when educators believe in their combined ability to influence student outcomes, there are significantly higher levels of academic achievement (Bandura, 1993).

John Hattie positioned collective efficacy at the top of the list of factors that influence student achievement (Hattie, 2016). According to his Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. (see fig. 1).

Figure 1. Factors Influencing Student Achievement

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

Note: Effect sizes are based on Cohen's d. The average effect size is $d=0.40$. This average summarizes the typical effect of all possible influences on education.

Source: John Hattie

Cultural Beliefs

Since collective efficacy influences how educators feel, think, motivate themselves, and behave (Bandura, 1993), it is a major contributor to the tenor of a school's culture. When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success. A shared language that represents a focus on student *learning* as opposed to *instructional compliance* often emerges. The perceptions that influence the actions of educators include "We are evaluators," "We are change agents," and "We collaborate." Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do, and they place value in solving problems of practice together (Hattie & Zierer, 2018).

In addition, collective efficacy influences student achievement indirectly through productive patterns of teaching behavior. Such behaviors include implementing high-yield strategies—for example, integrating literacy instruction in content-area classrooms (Cantrell & Callaway, 2008), soliciting parental involvement (Kirby & DiPaola, 2011), and finding productive ways to deal with problem behavior (Gibbs & Powell, 2011). Clearly, collective efficacy has a large ripple effect.

Conversely, if educators' perceptions are filtered through the belief that there is very little they can do to influence student achievement, negative beliefs pervade the school culture. When educators lack a sense of collective efficacy, they do not pursue certain courses of action because they feel they or their students lack the capabilities to achieve positive outcomes. The culture reflects a solemn satisfaction with the status quo. School communities experience an inclination to stop trying, decreased expectations, and lower levels of performance (Tschannen-Moran & Barr, 2004). In addition, when collective teacher efficacy is lacking, educators are more likely to ascribe failure to students' lack of ability, seek exclusion for challenging students (Gibbs & Powell, 2011), and experience higher levels of stress (Klassen, 2010; Lim & Eo, 2014). Conversations are often reflective of external blame, or an "us" versus "them" mentality.

The Role of Evidence

So how do school leaders build collective efficacy? The primary input is *evidence of impact*. When instructional improvement efforts result in improved student outcomes that are validated through sources of student learning data, educators' collective efficacy is strengthened. Evidence of collective impact, in turn, reinforces proactive collective behaviors, feelings, thoughts, and motivations. Bandura referred to this as "reciprocal causality" (Bandura, 1993), noting that collective efficacy is a social resource that does not get depleted by its use; it gets renewed.

It is essential, therefore, to help educators make the link between their collective actions and student outcomes. To understand collective impact, teams need to determine if changes in classroom practice positively influenced student outcomes by examining

specific evidence of student learning. They need to hear from students about their learning, their progress, their struggles, and their motivation to keep learning. They need to examine student artifacts such as assignments, tests, portfolios, and other indicators of daily progress. With all these activities, the key is making the link between teachers' actions and student outcomes explicit, so that teachers understand that the factors behind student progress are within their collective sphere of influence. School leaders play a key role in creating non-threatening, evidence-based instructional environments. By promoting a culture of collaboration focused on "knowing thy collective impact," leaders have the potential to support school improvement in ways that positively influence teachers' collective efficacy beliefs and thus promote student achievement. Leaders do this by engaging in conversations with teachers about the meaning of impact, about the difference between achievement goals and progress, and about the use of dependable evidence. These conversations help to shift educators' thinking from task-related concerns (for example, "How much of my time is x going to require?" or "How will I manage x as part of my daily routine?") to broader impact concerns ("What was the impact when I did x?" "How did x affect the students in my classroom?" "How can we work together to make x even better?"). Teachers can increasingly orient their work around outcomes: "Did the students gain the essential understandings and skills?" "How do we know?" "How can we use evidence of student learning to improve classroom instruction?"

Leaders can also influence collective efficacy by setting expectations for formal, frequent, and productive teacher collaboration and by creating high levels of trust for this collaboration to take place. "Productive" means that teachers' collaborative efforts can help to account for consequences in the classroom. The emphasis should be on identifying student learning needs and detecting problems that need to be addressed in classrooms, using a variety of evidence to determine if approaches made a difference, and making adjustments as necessary. When leaders ensure that dependable, high trust, collaborative structures are in place, teachers learn from and with one another and build common understandings. Teachers need to see how collecting evidence fits into their daily routines, how they can use daily evidence to determine impact, and how they can make adjustments to their classroom practices when results aren't demonstrating increases in student outcomes.

In addition, the collective impact typically only occurs where there are high levels of social sensitivity among the group members. Therefore, school leaders must foster empathy and effective interaction among teams. Administrators can model social sensitivity by paying close attention to verbal and nonverbal clues and exercising situational awareness—including heightened awareness of the undercurrents that have the potential to derail joint problem-solving (Marzano, Waters, & McNulty, 2005). When leaders have a pulse on the emotional tone of the team, they can anticipate potential pitfalls that might occur during collaboration, sense when tensions rise, and not only have the fortitude to address the issues, but do so in a way that is respectful to the feelings and viewpoints of others.

Resetting the Narrative

Team members' confidence in each other's abilities and their belief in the impact of the team's work are key elements that set successful school teams apart. Publicly seeking evidence of positive effects on student learning does not happen serendipitously or by accident and neither does a sense of psychological safety. School leaders must work to build a culture designed to increase collective teacher efficacy, which will affect teachers' behavior and student beliefs. The power and promise of collective efficacy is that it can be influenced within schools, so focusing on it as a change point is a viable path to greater student achievement, greater commitment to learning, and a more inviting place to come and learn.

The greatest power that principals have in schools is that they can control the narrative of the school. If the narrative is about bus timetables, tweaks in the curriculum, and test schedules, this percolates through the school as the purpose of schooling—compliance to procedures. In such schools, students think learning is coming to school on time, sitting up straight, keeping quiet, and watching the teacher work. But if instead the narrative is about high expectations, growth in relation to inputs, what it means to be a "good learner" in various subjects, and what impact means, then teachers and students will think about learning in a different way. They will believe that learning is about challenge, about understanding and realizing high expectations, and that setbacks are an opportunity to learn. Students will also believe that coming to school means investing energy in deliberate practice.

Success lies in the critical nature of collaboration and the strength of believing that together, administrators, faculty, and students can accomplish great things. This is the power of collective efficacy.

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- Jenni Donohoo is an education consultant currently working with the Council of Ontario Directors of Education. She is the author of *Collective Efficacy: How Educators' Beliefs Impact Student Learning* (Corwin, 2016). John Hattie is director of the Melbourne Educational Research Institute at the University of Melbourne, chair of the Australian Institute of Teaching and School Leaders, and co-director of the Science of Learning Research Centre. He is the author of *Visible Learning* (Routledge, 2009). Rachel Eells is dean of the College of Arts and Sciences at Concordia University, Chicago.

PD Day Feedback on Schoolwide Goals 2019-2023

What goals can be edited or added to achieve more equity at our school?

1. Offer electives to special needs students that will promote everyday life skills with teachers who are knowledgeable about their needs and disabilities.
2. Think outside the box and go to our legislators, school board reps, etc. to obtain significantly more revenue to provide transportation for underrepresented students.
3. Modify schedule to provide PD in data collection and analysis to become a more data driven school that can improve continually based on accurate data and thoughtful analysis.
4. Modify schedule to provide support systems (academic and socio-emotional) for students throughout the school day.
5. Modify schedule in order to provide more classes/threads that incorporate college and career standards such as college and career awareness; cultural, gender, self, and socioemotional awareness; study skills; digital literacy and citizenship; and peer mentoring and tutoring.
6. Modify schedule to allow for more professional development in equitable practices, literacy, differentiated instruction, and socio-emotional learning in order to improve student achievement and well-being.
7. Change schedule to increase resource accessibility for students who leave at 2:06pm.
8. Provide council training for teachers.
9. Reassess Pali's increasing use of technology (screens) for instruction. It is not better than human to human interaction, which improves social skills, problem solving skills and critical thinking skills much better than screen-based instruction. Read Screened School.
10. Administer Healthy Kids Survey (specific to Health). Can add questions to Columbia Survey as well.
11. Lifetime Health Benefits for ALL FACULTY
12. Five-year bussing plan that is affordable

What do we still need to do?

1. Provide better access to appropriate curriculum based on abilities and long-term goals.
2. Provide more communication with incoming parents and families to ensure student success.
3. Use technology and other resources to design alternate assessments.
4. Place greater emphasis on academic integrity in presentations to students.
5. Communication:
 - a. Continue updating the website. There are still typos and old photos.
 - b. Where are we with the feedback piece?
 - c. Date for snapshot surveys?
 - d. SMART Goal 3 –
 - Councils/Circles
 - Council training for teachers
 - Educator Council monthly
 - Students Council to reduce bias, increase understanding across

student groups

Restorative Justice Dean

Use Peer Mediators more; provide "space" for training

- e. Communication and positive promotion: Invite the media outlets to cover PCHS stories and broadcast from Pali
 - f. Identify a central location to post meeting recordings online after meetings; live stream when feasible. Attach handouts and materials primarily for parent/student meetings.
 - g. Instruction Goal #3 – Create a central location for teachers/staff to locate PD presentations and other general instructional strategies for inclusion such as "Pali Partners Grid" and Council rules.
6. Consistency of instruction:
 - a. Faculty discussions regarding grading and the alarming number of students who are failing.
 - b. Coordinate with PRMS especially in the areas of math and writing.
 7. At BTSN, try to teach parents to get their students to address problems with teacher before parent gets involved.
 8. Identify "needs" of students who have "dead" time at Pali such as those who are dropped off early or who are waiting for siblings before taking public transportation.
 9. AP requirements – Some students take expensive courses outside of Pali to make them eligible to enroll in AP courses. This is a disadvantage to low income students.
 10. Equity Smart Goal #1 – The IBT isn't one test. The tests uncover biases across multiple/various topics. We should take 1+ every semester and then have a council (or similar) to debrief.
 11. Equity Smart Goal #3 – Why is it focused on CAASP/academic achievement (ie, math teachers/IAB training)? No mention of growth mindset training? Celebrate it!
 12. More career guidance for students thinking of alternative plans to college attendance.
 13. Improve the response time to intervention strategies/support for vulnerable students by Progress Report 1 or sooner.
 14. Math lab changed to only a tutorial program. Classroom teachers must be responsible for testing.
 15. Diversity: Lit Success – Where are we with placement, curriculum, and assessments? We need this for our at-risk students.
 16. Social Emotional Wellness
 - a. Make it easier to navigate the resources on the website.
 - b. Bravo on today's PD (Transgender Panel). What other PD can we provide that would address other aspects of what our students are dealing with.
 - c. Expand opportunities for social-emotional wellness and stress management; this should be a high priority for PCHS.
 - d. Create annual mental health survey to assess kids' issues/status. Use data to train teachers/staff
 - e. Host more teacher and student meetings through the semester as a check-in on progress and difficulties, ideas, stress factors that allow students to verbalize their academic struggles.

17. Budget:

- a. More transparency
 - b. \$ should come out of appropriate departments
18. What strikes me is the school's lack of progress in achieving 1-1 status with respect to technology. This leads to inequality in access.
19. Can admin create Schoology parent address lists for each class so we can send messages to all parents using a distribution list?

What have we done to accomplish our goals?

1. PCHS has done a much better job of emphasizing social-emotional wellness as a goal. Excellent mental health programs for students and staff.
2. Expanded math support curriculum to two sections per course (Algebra I, Geometry, Algebra II)

Website feedback:

1. Hard to find the school profile. Couldn't find it in the College Center section easily (or at all)
2. Important to audit new website; some necessary information is missing since the switch to a new vendor.

