

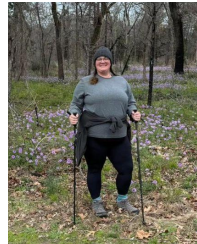


RICE ISD

**LEARNERS TODAY.
LEADERS TOMORROW.
BULLDOGS F♥REVER.**

**SHARED
ACCOUNTABILITY**

THE PRESENTER



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EXPERIENCE

- 6th-12th classroom teacher
- 3rd-12th EB Intervention
- Campus & District Testing
- HS Assistant Principal
- HS Principal
- Assessment & Accountability



THE OBJECTIVE

Participants will leave with ideas for building collective teacher efficacy and teacher leaders within their districts.

WHY DOES IT MATTER?

To succeed in a system as complex as the A-F accountability system, the responsibility cannot solely fall on STAAR teachers. We must all carry our weight.

FIST TO FIVE

What is
collective
efficacy?

1 = I have no idea.

2 = I'm not sure.

3 = I've heard of it.

4 = I know what it is.

5 = I could teach it.

THE DEFINITION

“The perceptions of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students.”

(Goddard, 2003)

THE IMPORTANCE

- John Hattie’s Visible Learning effect size of 1.57 (.40 is average)
- Values persistence & risk taking
- Increases commitment
- Strengthens relationships
- Prioritizes professional development and growth

Mastery Experiences

Learning from Models

Social Persuasion

Affective State



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Stop & Jot 1

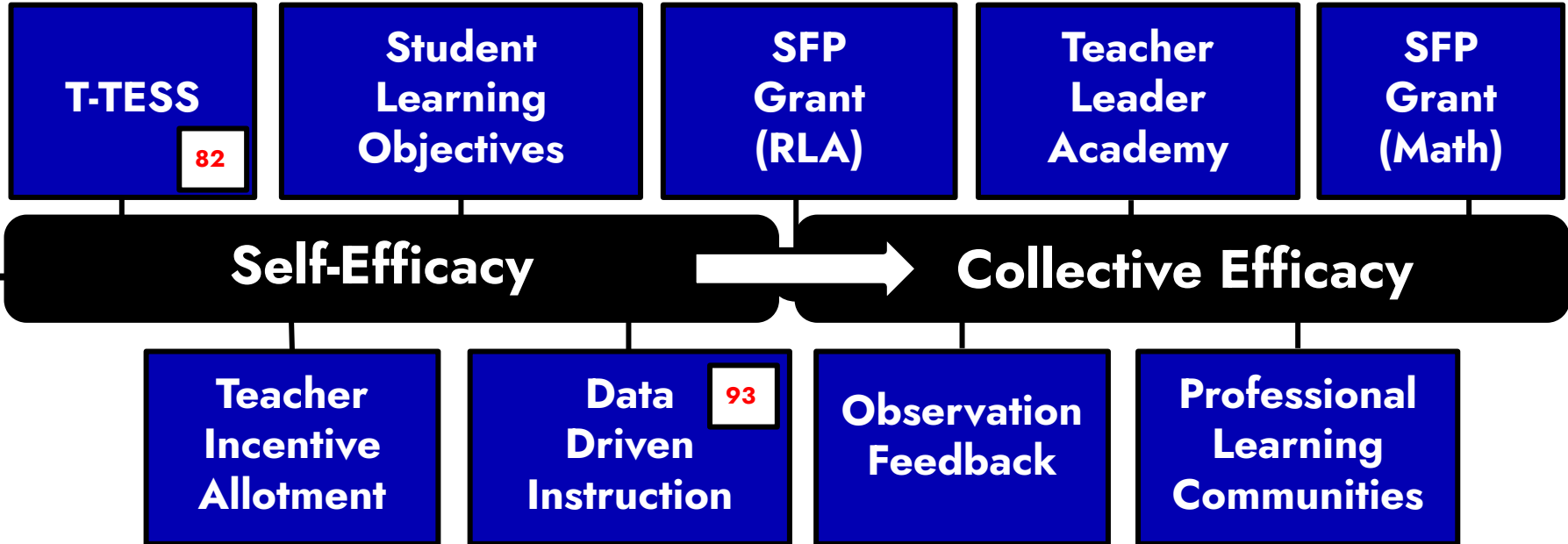
Which element
of collective
efficacy does
your district do
best?



CHANGE MANAGEMENT

- Build on strengths
- Focus on growth & progress
- Trust & relationships are the foundation
- Be transparent and communicate clearly

COLLECTIVE EFFICACY TIMELINE



SELF-EFFICACY

“At a basic level, self-efficacy is our individual beliefs that we can reach our goals. It’s not self-esteem, which is the worth we place on ourselves. And it’s not confidence, as we can be highly confident that we will fail miserably.”

(Fisher et al. 2020)

Turn & Talk

What do teachers need in order to believe in their personal ability to achieve their own goals?

Mastery Experiences

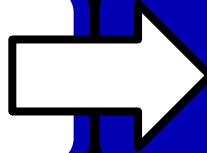
Modeling

Social Persuasion

Physiological Factors

(Bandura, 1982)

Mastery Experiences

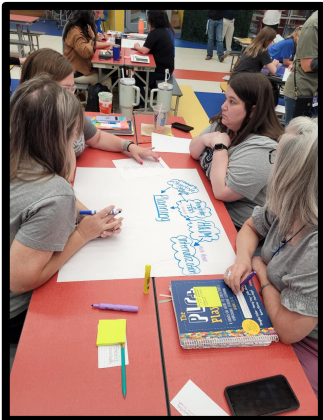
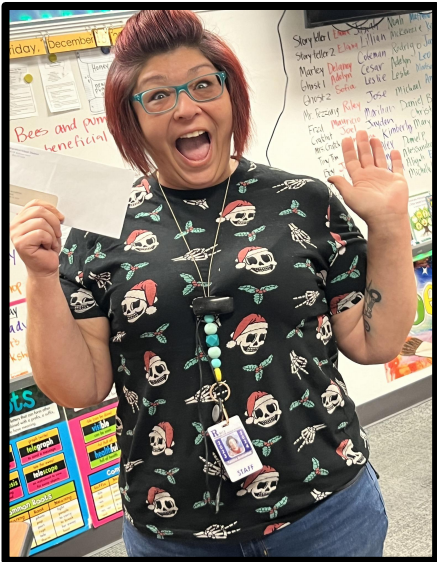


T-TESS, TIA, SLO



T-TESS

16-17



- Use to fidelity
- Evaluation & Support System
- Refer to the rubric
- Professional Goal-Setting
- Consistent classroom visits
- Frequent feedback

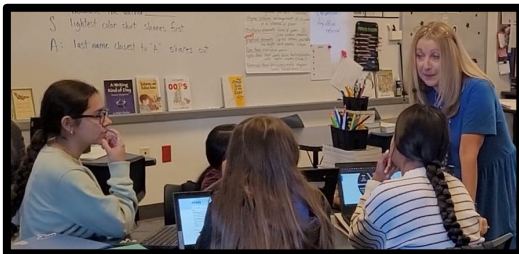
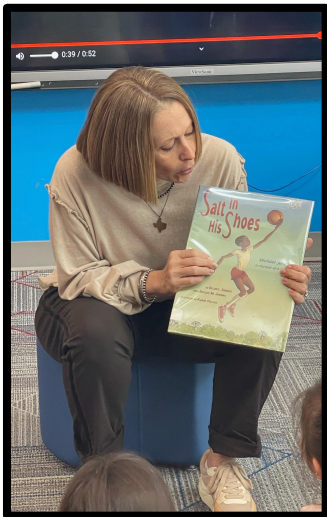


20-21

Teacher Incentive Allotment

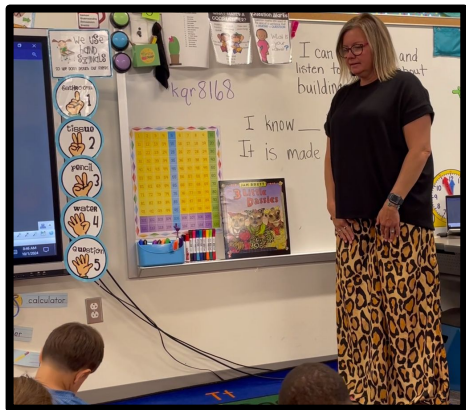


- Motivation for teachers to self-reflect and grow
- Move from setting professional goals to achieving them
- Structured and clear expectations
- Increases teacher confidence and credibility (effect size .90) and



Student Learning Objectives

20-21



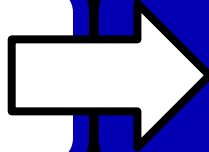
- Structured method to monitor student growth
- Empower teachers to set personal goals for their own teaching regarding student growth
- Self-reflection, not only on instructional practices but also student achievement

Turn & Talk

What
opportunities do
your teachers
have to
experience
mastery?



Learning from Models



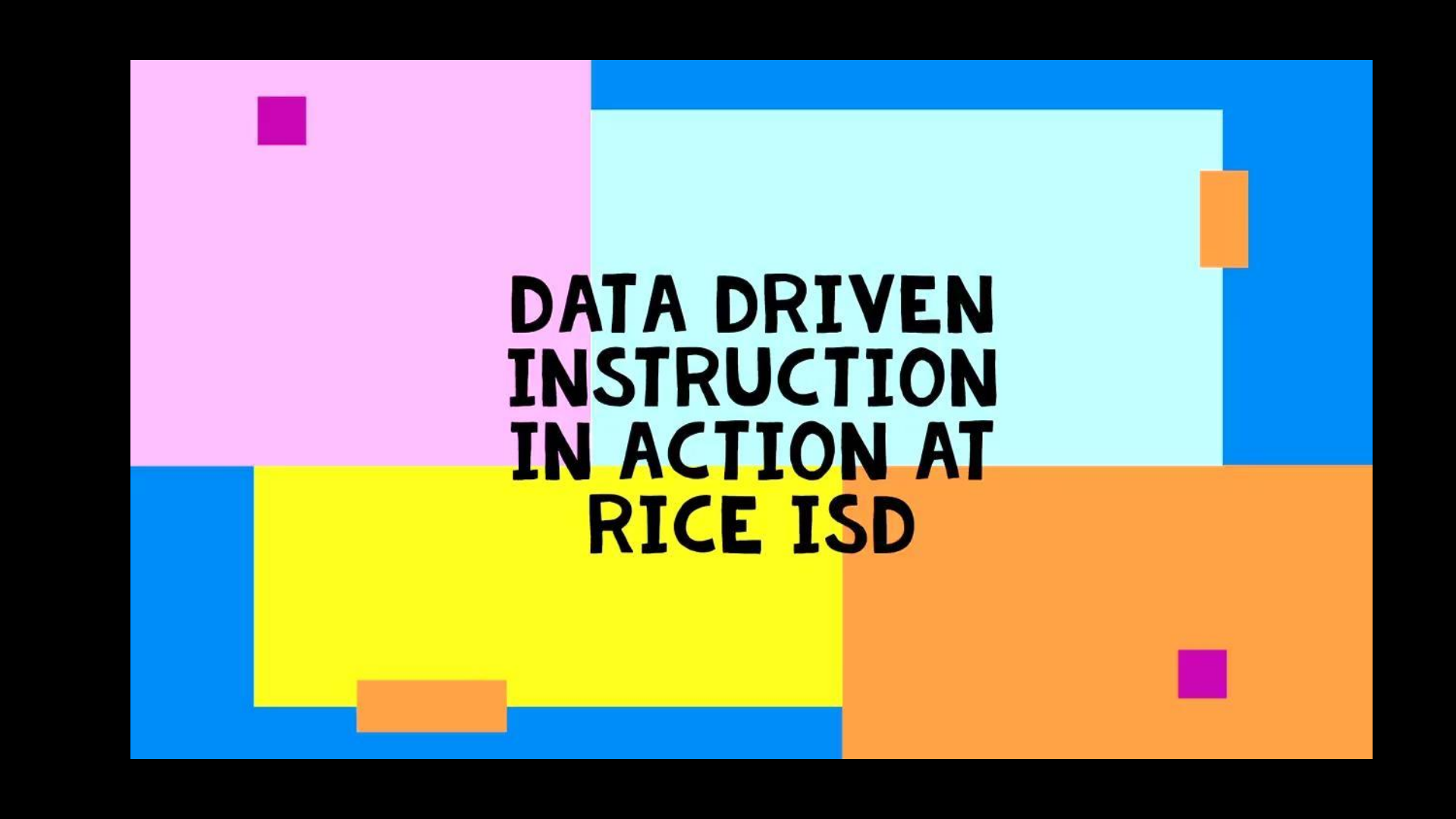
DDI & ObsFB

- Frequent, structured conversations surrounding student work
- Targeted re-teach plans based on identified gaps
- Teachers and administrators model & rehearse together

21-22

Data Driven Instruction





**DATA DRIVEN
INSTRUCTION
IN ACTION AT
RICE ISD**

- Coaching Model based on Get Better Faster
- Sequenced & structured action steps for improvement
- Micro-PD
- Relational & supportive
- Feedback cycle



23-24

**Observation
Feedback**

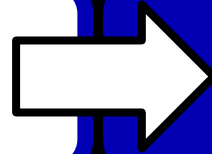


**THUMBS
UP/DOWN**

Do you have a
structured
process to allow
teachers to learn
from models?



Affective State



Committees &
Frameworks



SFP Grant (RLA & Math)

23-25



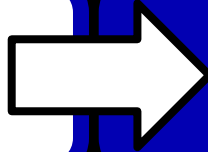
- High quality collective learning so everyone speaks the same language
- Gap analysis and curriculum review; share findings among leaders and staff
- Teachers have a voice and **genuine opportunity** to provide input

Stop & Jot 2

What is the
emotional tone
of your
organization?



Social Persuasion



PD & PLCs

- Teacher leaders serving as activators
- PLC + book study
- Partially supervised
- Gradual release of responsibility to teachers
- Teachers are leading the conversations



24-25



**Professional
Learning
Communities**

- Teacher leaders nominated by principals
- Intense focus on high priority instructional strategies
- Modeling and micro-teaching
- Prepared them for continued leadership role throughout the upcoming school year



Teacher Leader Academy

2024

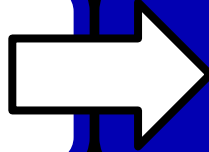


Turn & Talk

Do your
professional
development
opportunities
build
community?

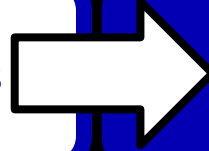


Mastery Experiences



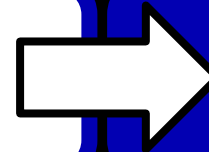
T-TESS, TIA, SLO

Learning from Models



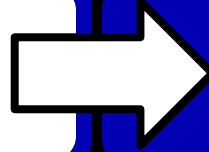
DDI & ObsFB

Affective State



Committees &
Frameworks

Social Persuasion



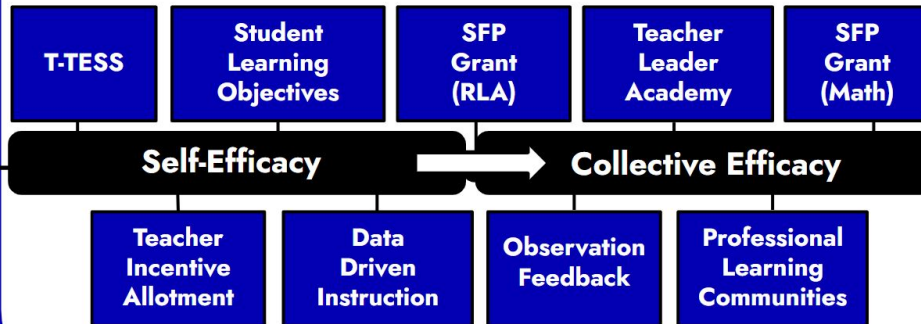
PD & PLCs



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What's Next?

COLLECTIVE EFFICACY TIMELINE



- Keep consistent and clear expectations
- Continue training teacher leaders
- Focus on shared goals
- Celebrate successes

Q & A



ONE WORD SWEEP

What is one word or phrase that summarizes what you are taking away from this presentation?



Thank you!

Bethany French

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