



TeachUNITED

# Changing Mindsets: Viewing Rural School and District Challenges as Opportunities



November, 2021



# TeachUNITED

Build capacity for sustainable school improvement





**“You can’t get  
there from here.”**

(Don’t worry, you really can.)

# CHALLENGES

In small and rural districts,  
your challenges are unique.

- Lack access to high-quality professional development
- Professional isolation
- Additional responsibilities

## teacher turnover

12%

Smaller and higher poverty schools  
had higher rates of movers

## administrator turnover

<50%

Staying in 1 school more than 5 years





# What do you hope to be true?

Envision a world where **every teacher,**  
**everywhere** is empowered to ensure **all students**  
are **equipped for success!**

A young child with a backpack is walking away on a path, seen from behind. The child is wearing a red jacket and a backpack with a white tag. The background is a blurred path and greenery. The text is overlaid on the image.

Each teacher reaches up to  
**3,000**  
students during the span of their career.



A close-up photograph of a water droplet falling into a pool of water, creating concentric ripples. The image is in a dark teal color.

**Amazing teachers**

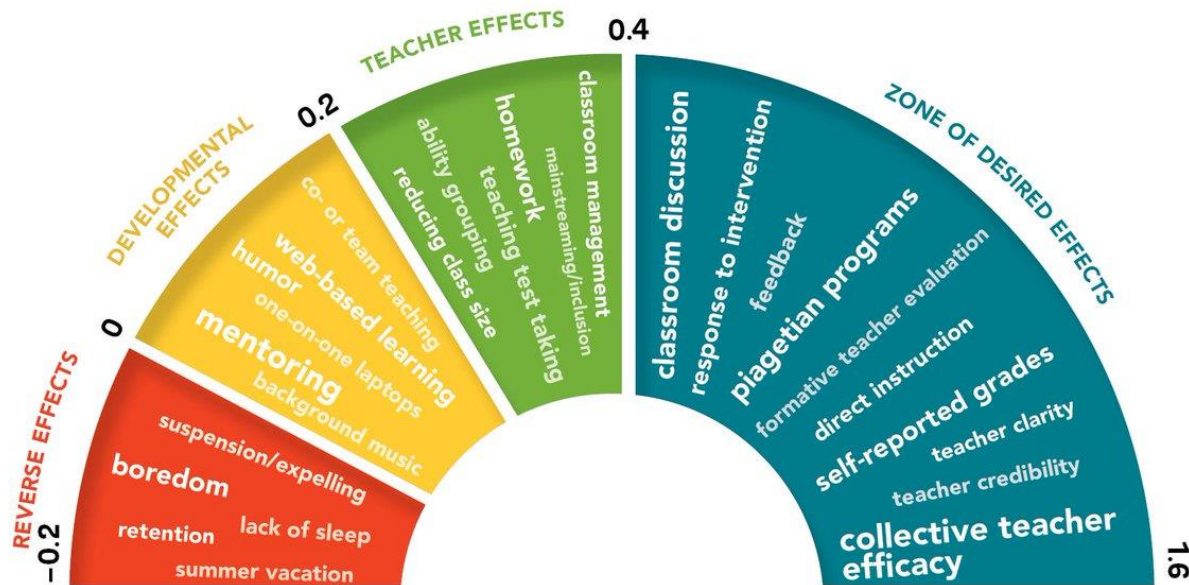
**Positive student  
outcomes**

**Sustainable  
transformation**

**Know thy  
impact.**



# Evidence Based Impact Drives Everything



# Top Factors

(Hattie Effect Size)



Collective Teacher Efficacy (1.36)

Feedback (0.92)

Microteaching (.88)

Concept Mapping (0.64)

Mastery Learning (0.61)



# Developing Self Efficacy



**Enactive mastery**

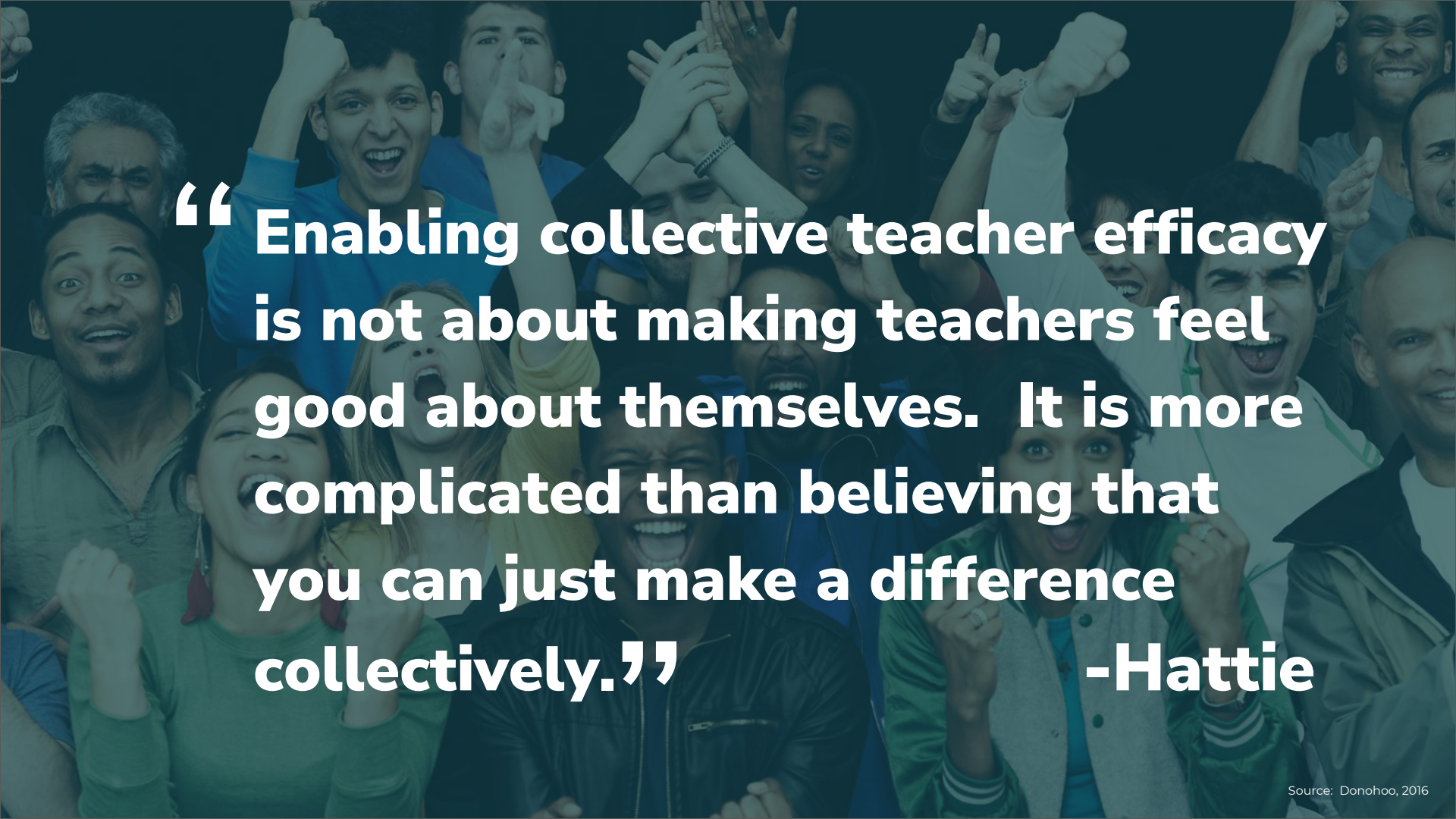


**Vicarious experiences**



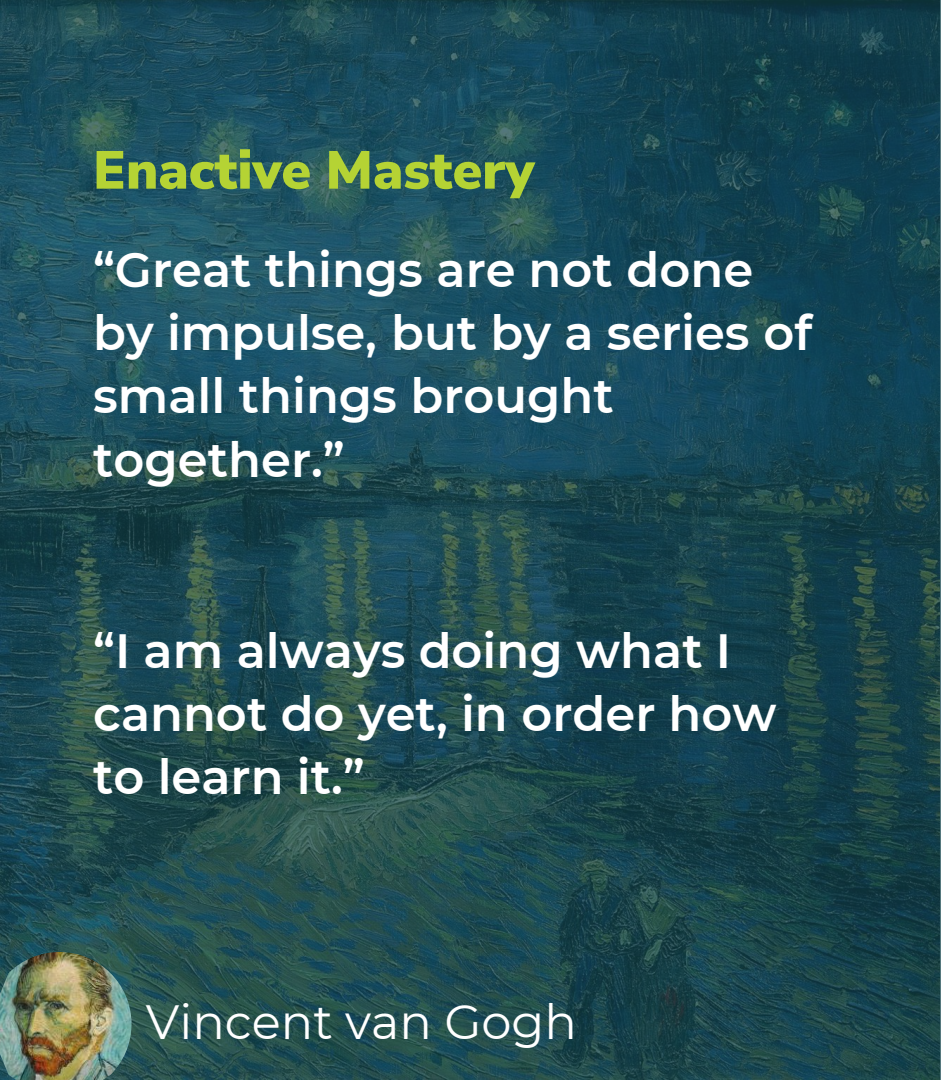
**Verbal persuasion**



A diverse group of people, including men and women of various ages and ethnicities, are shown in a crowd. Many of them have their hands raised in the air, some with clenched fists, suggesting a moment of collective celebration or protest. They are all looking towards the camera with expressions of joy, excitement, or determination. The background is dark, making the people stand out.

**“Enabling collective teacher efficacy is not about making teachers feel good about themselves. It is more complicated than believing that you can just make a difference collectively.”**

**-Hattie**



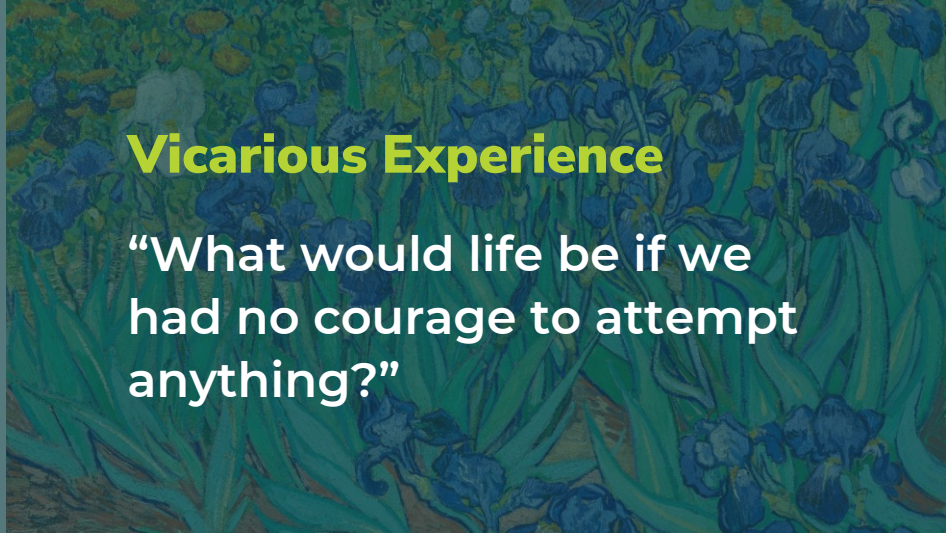
## Enactive Mastery

“Great things are not done by impulse, but by a series of small things brought together.”

“I am always doing what I cannot do yet, in order how to learn it.”

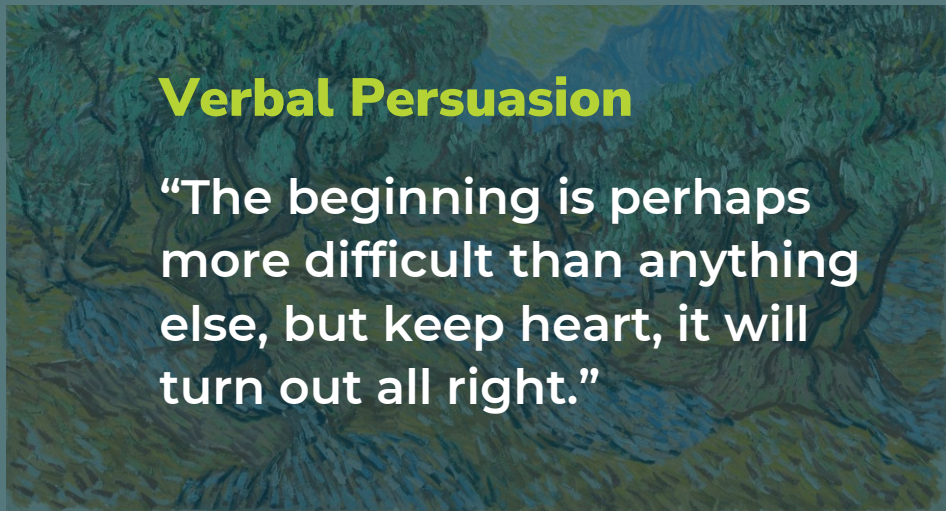


Vincent van Gogh



## Vicarious Experience

“What would life be if we had no courage to attempt anything?”



## Verbal Persuasion

“The beginning is perhaps more difficult than anything else, but keep heart, it will turn out all right.”

T  
Believe  
a  
m



T  
We *grow student  
achievement*  
a  
m



# 10

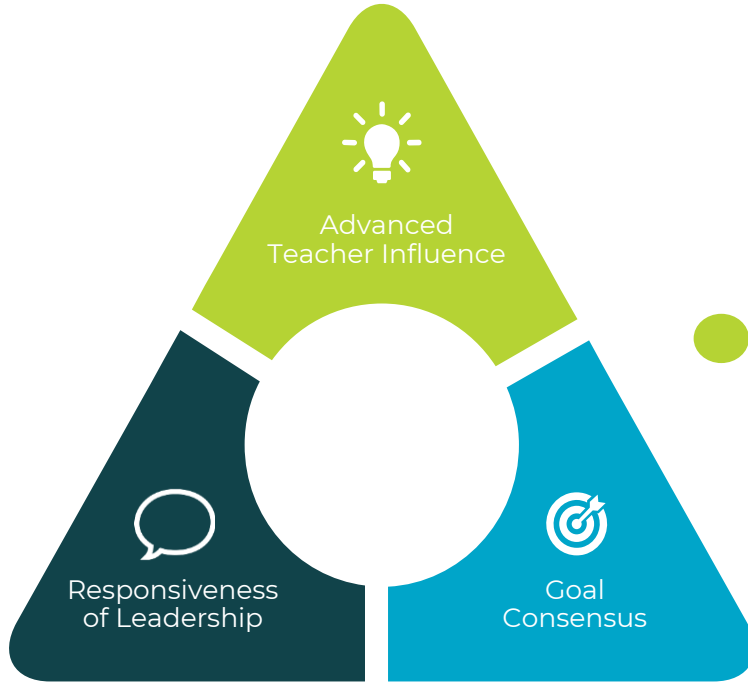
**mindframes**



# Mindframes

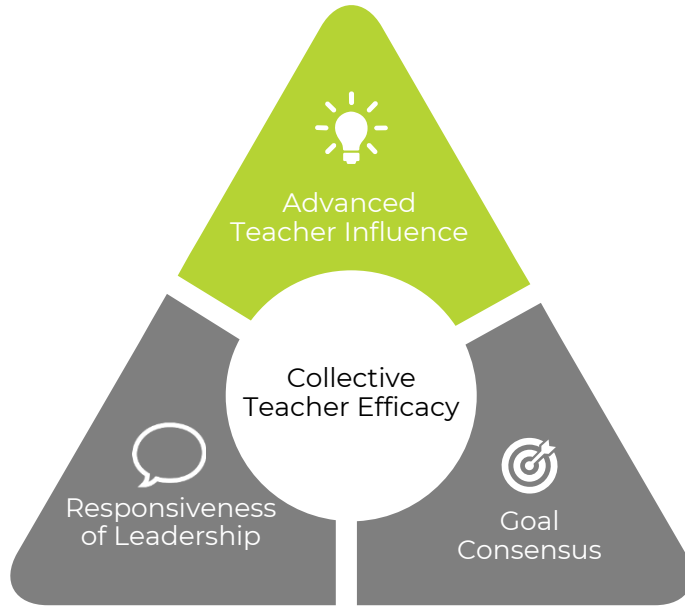
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- 1 We believe our fundamental task is to evaluate the effect of teaching on students' learning and achievement.
- 2 We believe the success and failure of student learning are about what teachers or leaders did or did not do. We are change agents.
- 3 We want to talk more about the learning than the teaching.
- 4 We see assessment as feedback about our impact.
- 5 We engage in dialogue and not monologue.
- 6 We enjoy the challenge and never retreat to "doing our best."
- 7 We believe it is our role to develop positive relationships in classrooms and the school environment so that learning can occur in a place where it is safe to make mistakes and learn from others.
- 8 We inform all about the language of learning.
- 9 We recognize that learning is hard work.
- 10 We collaborate.



# Enabling Collective Teacher Efficacy

# Advanced Teacher Influence

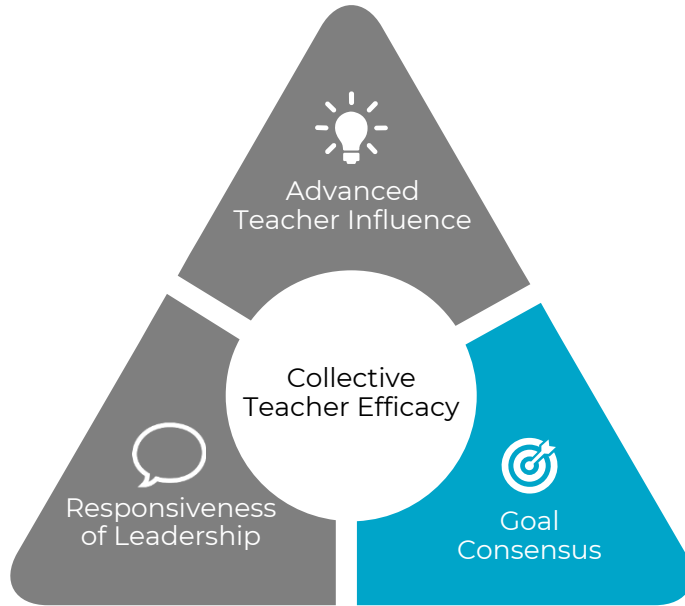


**Assuming specific  
leadership roles**

**Decision-making  
opportunities**

**Contributing to  
ideas about school  
improvement**

# Goal Consensus



**Achieving  
purposeful results**

**Communicating a  
strong belief in  
capacity**

**Acknowledging  
and celebrating  
team wins**





goal setting  
**improves**  
performance

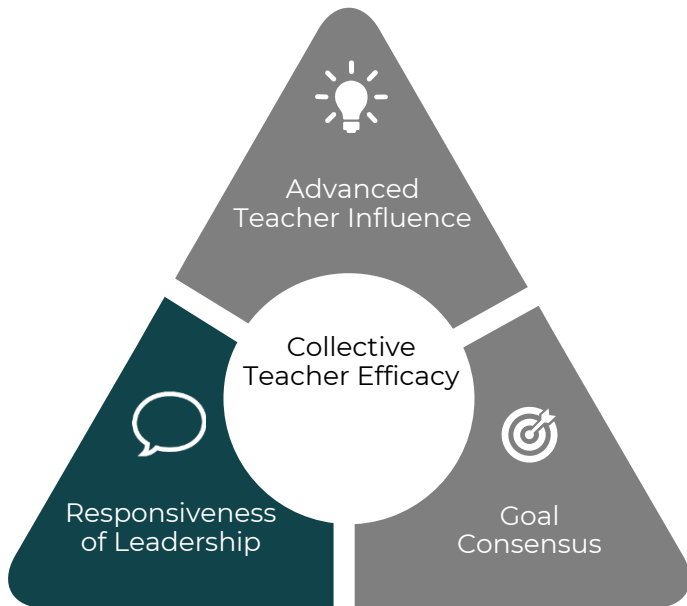
**1** Directs attention to the task

**2** Mobilizes efforts

**3** More likely to persist

**4** Promotes the development  
of improved strategies

# Responsiveness of Leadership



**Showing concern  
and respect**

**Protecting teachers  
from distractions**

*Is there anything  
preventing the team from  
carrying out their duties  
effectively?*

*How can I respond in a way  
in which the team will feel  
supported?*





# Responsive Leadership



**What resonated with you?**



**Where do you need clarity?**



**What do you see as your next steps?**

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**Know thy  
impact.**





# Sustainable Transformation



**Actionable Content**



**Peer Led Learning**



**1:1 Coaching**

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# Sit and get is expensive for what it is lacking.

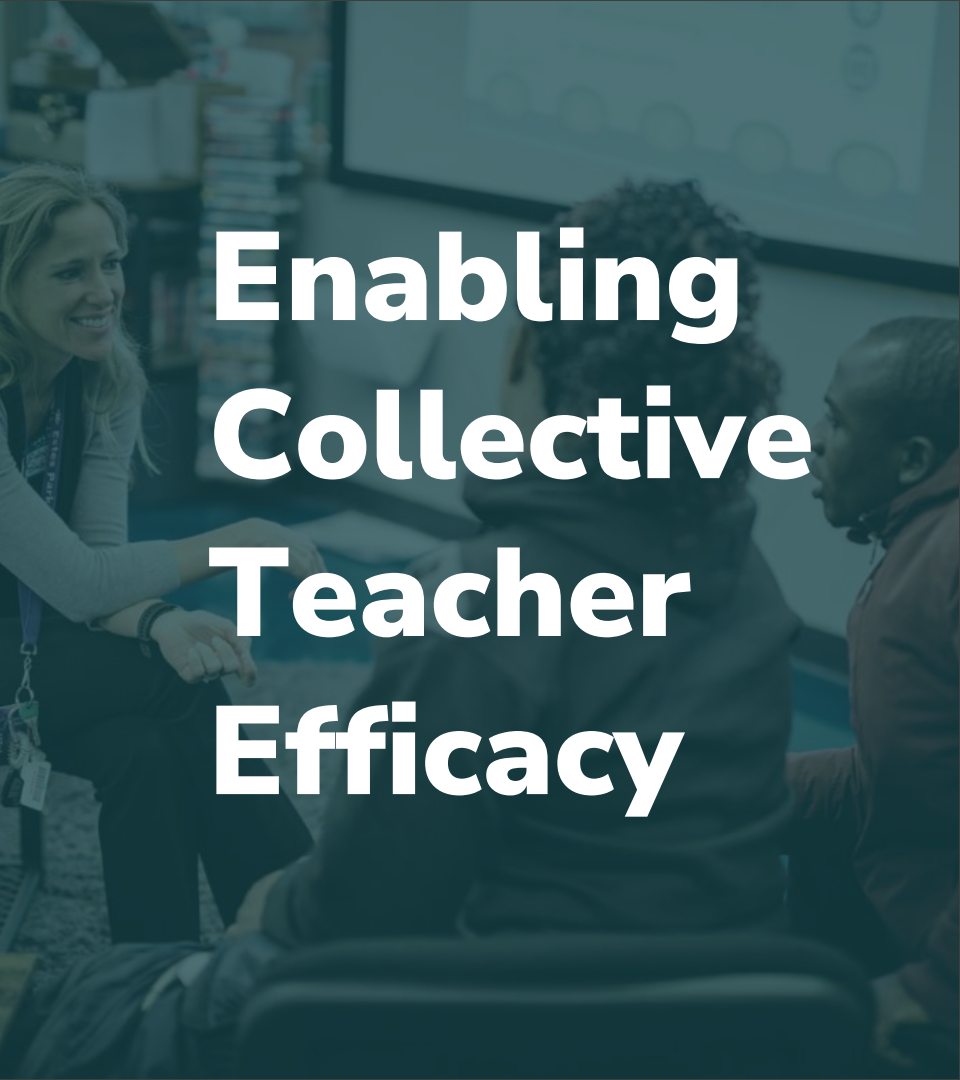
national average

6%

of operational budget  
spent on PD

- Learning is passive
- Mile wide and an inch deep
- No ongoing support
- Lacks opportunities for reflection
- Doesn't measure its own impact on student learning



A background image showing a teacher and two students in a classroom setting. The teacher is on the left, smiling and looking towards the students. One student is in the foreground, seen from the back, and another student is on the right, looking towards the teacher. The image is overlaid with a dark blue semi-transparent rectangle containing the title text.

# Enabling Collective Teacher Efficacy

## PLC Objectives

- ✓ **Develop collective teacher efficacy**
- ✓ **Share successful instructional strategies**
- ✓ **Provide feedback and potential solutions to challenges**

# Success Criteria

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Teachers gain instructional strategies or ideas that will improve/enrich their lessons



Feedback and learnings lead to real changes in the classroom



All members feel comfortable giving and receiving feedback



Teachers feel that they are part of a strong and supportive school community

# LANGUAGE OF FALSE COLLECTIVE EFFICACY

“My students came to me already a year behind in reading. There is no way that I will be able to catch them up.”

“At the end of the day, it is not the students’ fault. So many of them come from troubled homes. Their parents need to be more involved.”

“Before I can teach students Algebra, they need to learn how to turn their homework in on time and remain focused in class.”



A background image showing a group of students in a classroom. In the foreground, two young women are smiling and looking towards the right. The image has a blue tint.

# Language of Collective Efficacy

- ✓ **Focused on continuous improvement**
- ✓ **Links the learning needs of students to the practices of teachers**
- ✓ **Reinforces collective expertise**

“

**What is working?**

**How do we know?**

**What could we do better?**

**How can we find out?**

”



What will we do if students don't learn what we expected them to learn?

Productive struggle and making mistakes are opportunities to learn and grow.

The way we talk about learning influences what students think is possible to achieve.

What do we want students to learn?

How will we know if students have learned what we expected them to learn?

What learning extensions can be used so that students are working within their zone of proximal development with the appropriate level of challenge?



## Sustained

**“If I can tell that this is important and it is not going away, I will get on board early and expend genuine effort.”**

## Interactive

**“Provide me opportunities to become involved in the learning. Just like kids, I need guided practice and application-oriented learning.”**

## Results-Oriented

**“If I am going to stick with a practice, I need to see benefits through student outcomes.”**

## Job-Embedded

**“I need access to someone with the time and commitment to talk things through with me.”**

## Practical

**“It is important for me to know what I am learning and how it is going to help.”**



## Integrative

**“I learn best when I have diverse and varied learning opportunities embedded in professional learning.”**

## Collegial

**“I am interested in what other teachers are doing!”**

# protocols



# Efficacy

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# Evidence-Based PD

## WHY

Educators master new ways of learning, making them more open and ready for change, satisfied in their work, and connected to their peers and students.

## WHAT

Professional learning content must focus on the highest effect on student outcomes.

## HOW

The methodology used should combine proven strategies to improve educator effectiveness.

# Why Coaching?

**Percent of Teachers Implementing New Skills After Training**





**We see you, small  
and rural schools.**

# LEADERSHIP REFLECTION

## **Enactive Mastery**

Do we have ambitious, but achievable goals?

Do we have have opportunities to learn by doing?

## **Vicarious Experiences**

How are we learning from role models who have succeeded after overcoming difficulties?

## **Verbal Persuasion**

How are we fostering a, “Yes, we can do it” mentality?



# Looking for more resources?

## Contact me!



[hwilmot@teachunited.org](mailto:hwilmot@teachunited.org)



+1.207.318.3166



[www.teachunited.org](http://www.teachunited.org)

