



TeachUNITED

Empowering Change in Rural Schools



October 27, 2021



TeachUNITED

Build capacity for sustainable school improvement



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.

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

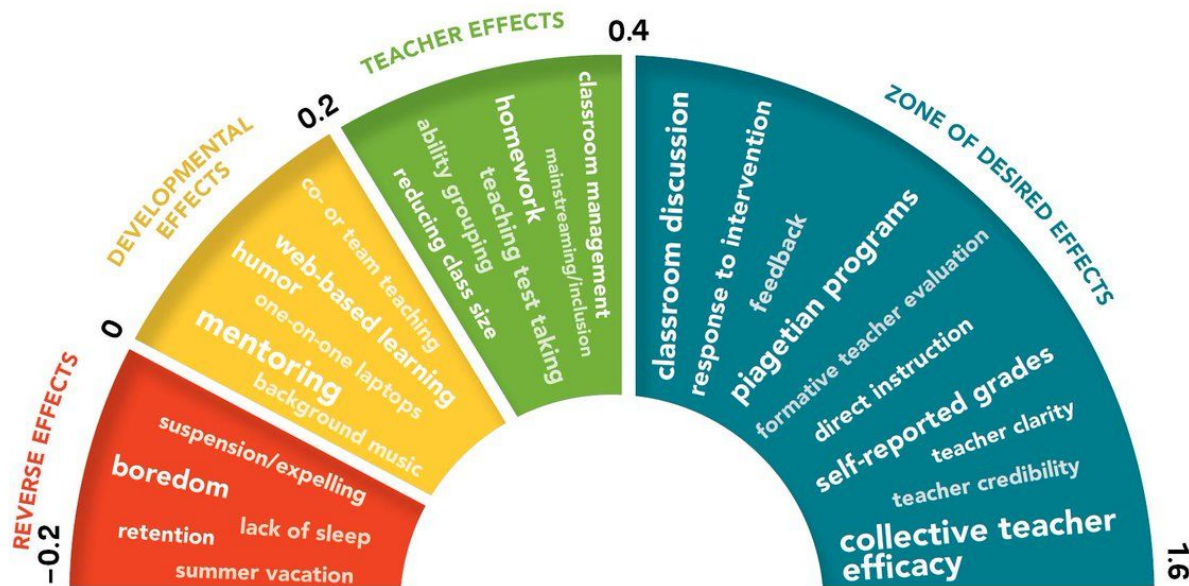
**Positive student
outcomes**

**Sustainable
transformation**

**Know thy
impact.**



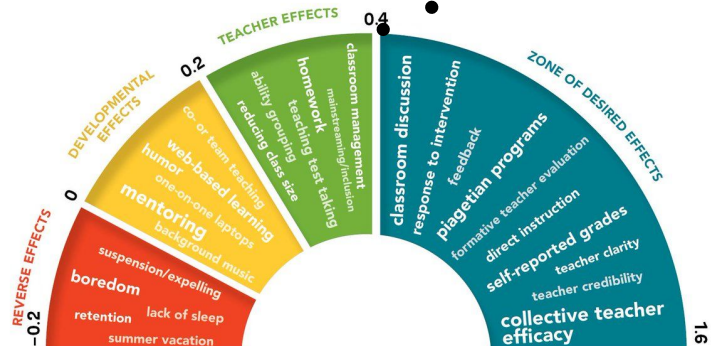
Evidence Based Impact Drives Everything



Source: Dr. John Hattie: www.visible-learning.org

Top Factors

(Hattie Effect Size)



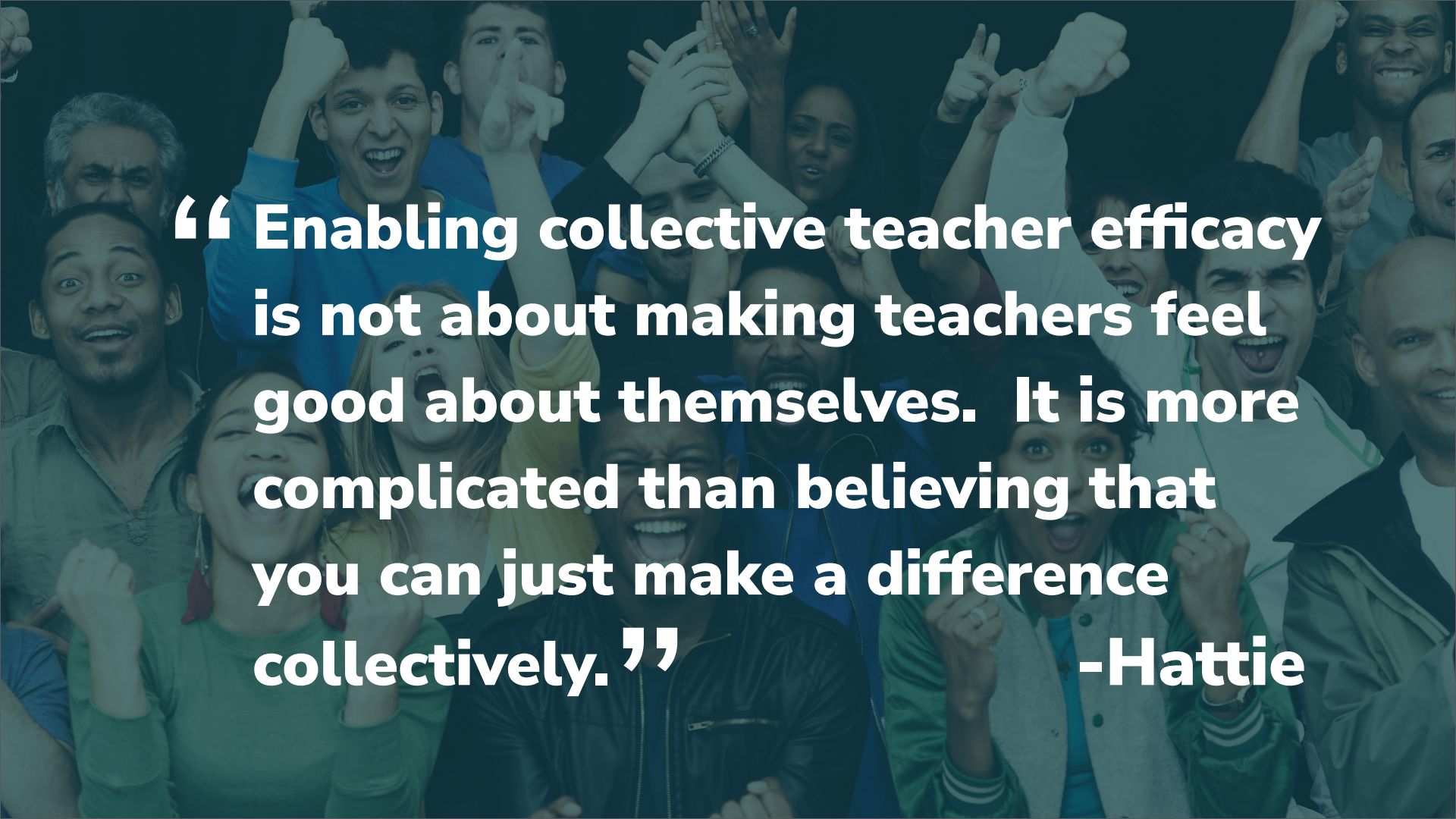
Collective Teacher Efficacy (1.36)

Feedback (0.92)

Microteaching (.88)

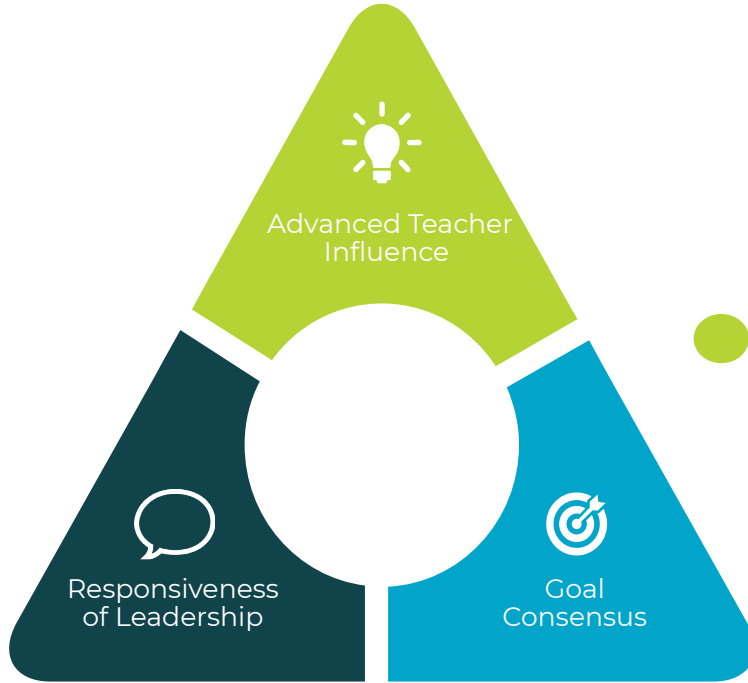
Concept Mapping (0.64)

Mastery Learning (0.61)

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.

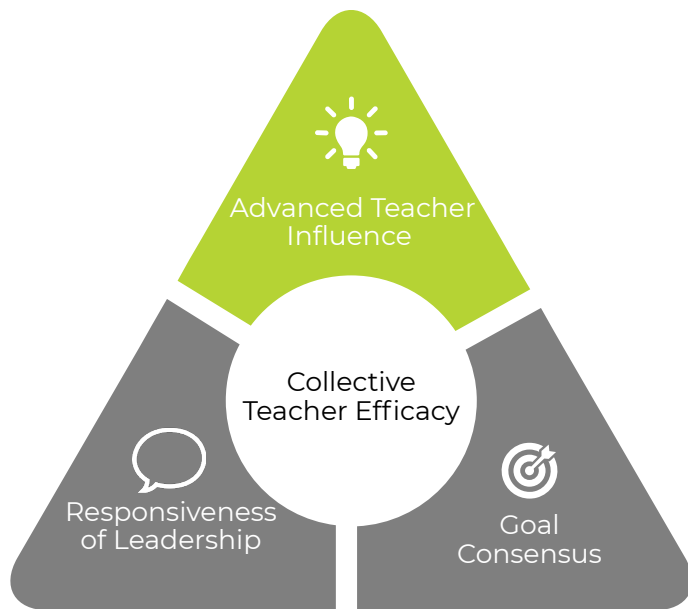
**“ Enabling collective teacher efficacy
is not about making teachers feel
good about themselves. It is more
complicated than believing that
you can just make a difference
collectively. ”**

-Hattie



Enabling Collective Teacher Efficacy

Advanced Teacher Influence



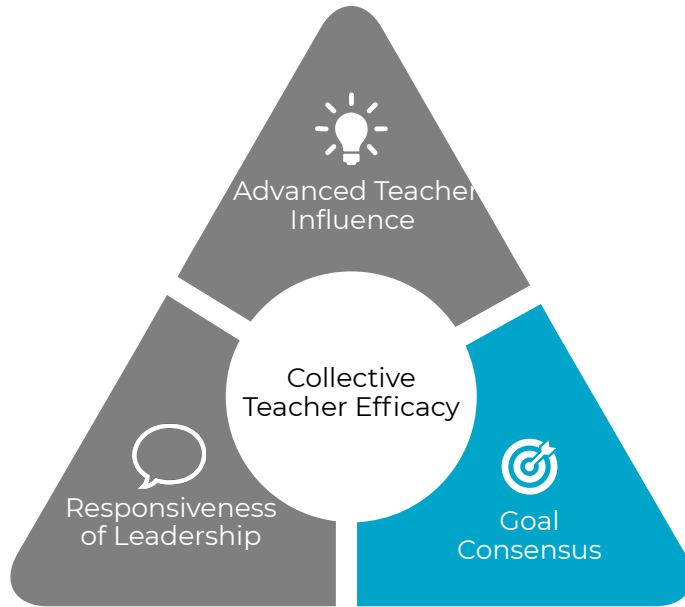
Assuming specific leadership roles

Decision-making opportunities

Contributing to ideas about school improvement



Goal Consensus



**Achieving
purposeful results**

**Communicating a
strong belief in
capacity**

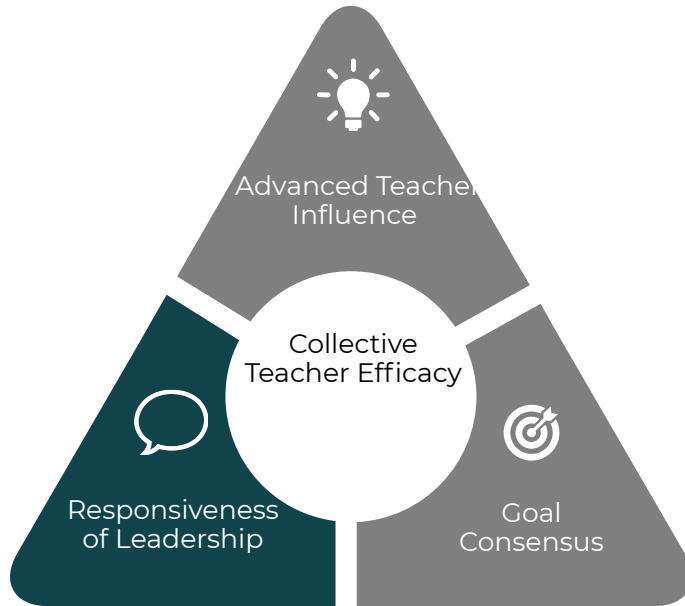
**Acknowledging
and celebrating
team wins**



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?



**Know thy
impact.**





Sustainable Transformation



Actionable Content



Peer Led Learning



1:1 Coaching

Sit and get is expensive for what it is lacking.

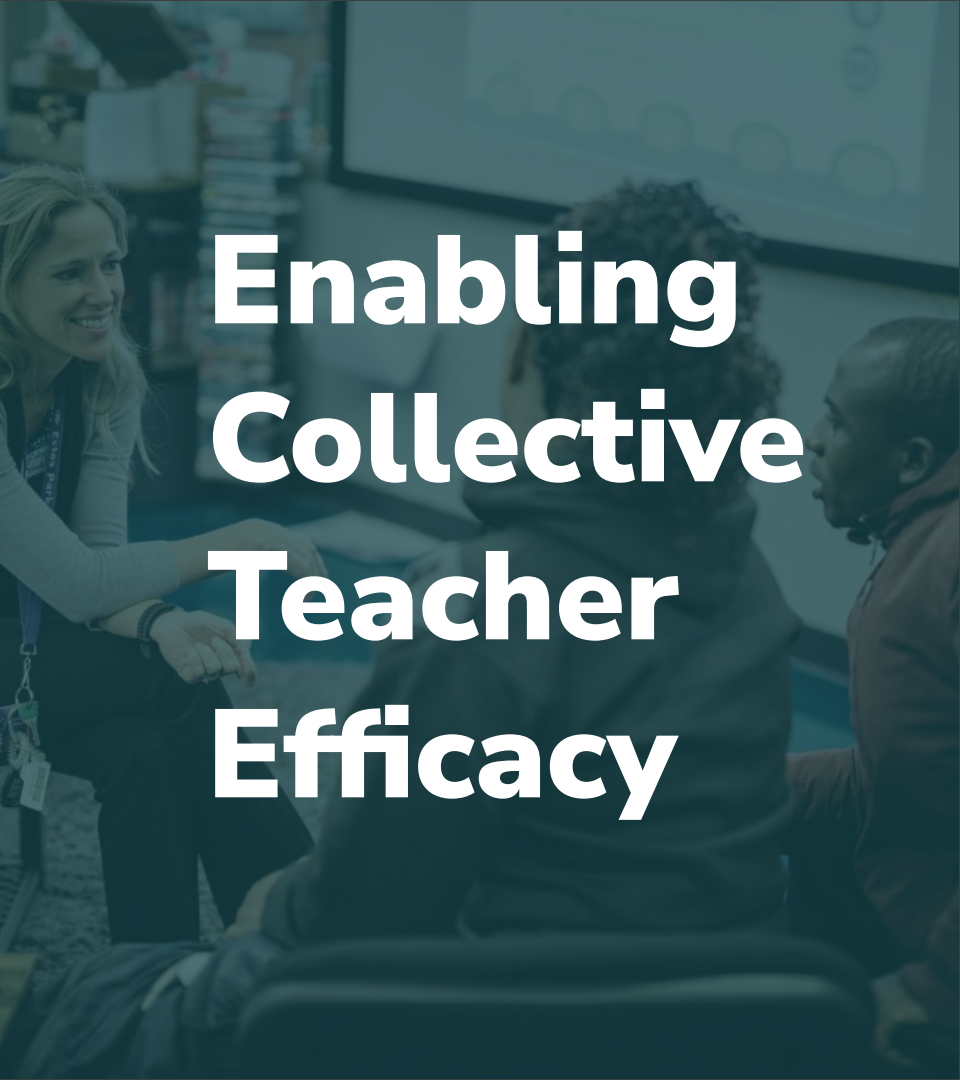
national average

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





Enabling Collective Teacher Efficacy

PLC Objectives

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

Success Criteria



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

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

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.**

Looking for more resources?

Contact me!



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