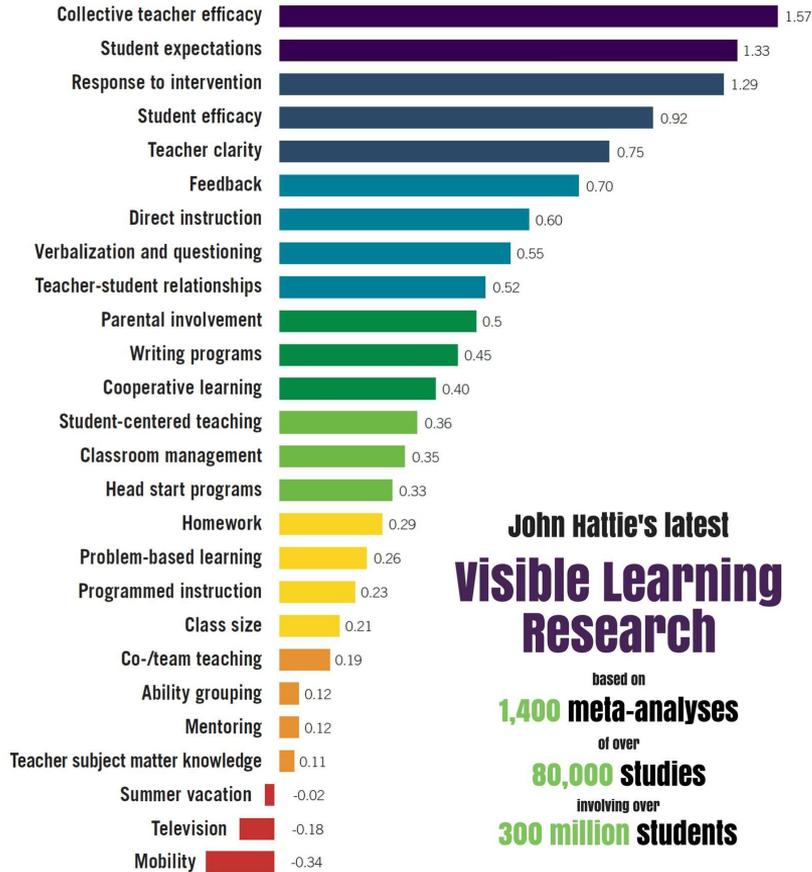




# **Professional Development in San Rafael City Schools**



**#1 Collective  
Teacher  
Efficacy**



**John Hattie's latest  
Visible Learning  
Research**

based on  
**1,400 meta-analyses**  
of over  
**80,000 studies**  
involving over  
**300 million students**



# The power of **collective efficacy**

*“Collective teacher efficacy refers to a staff’s shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.”*

~Jenni Donohoo

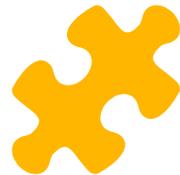
Professional Development efforts throughout SRCS facilitate a deepened sense of collective efficacy amongst teachers.



*Those teachers who are students of their own impact are the teachers who are the most influential in raising students' achievement.*

*~John Hattie*

*Author of Visible Learning for Teachers*



# Principles of PD in SRCS

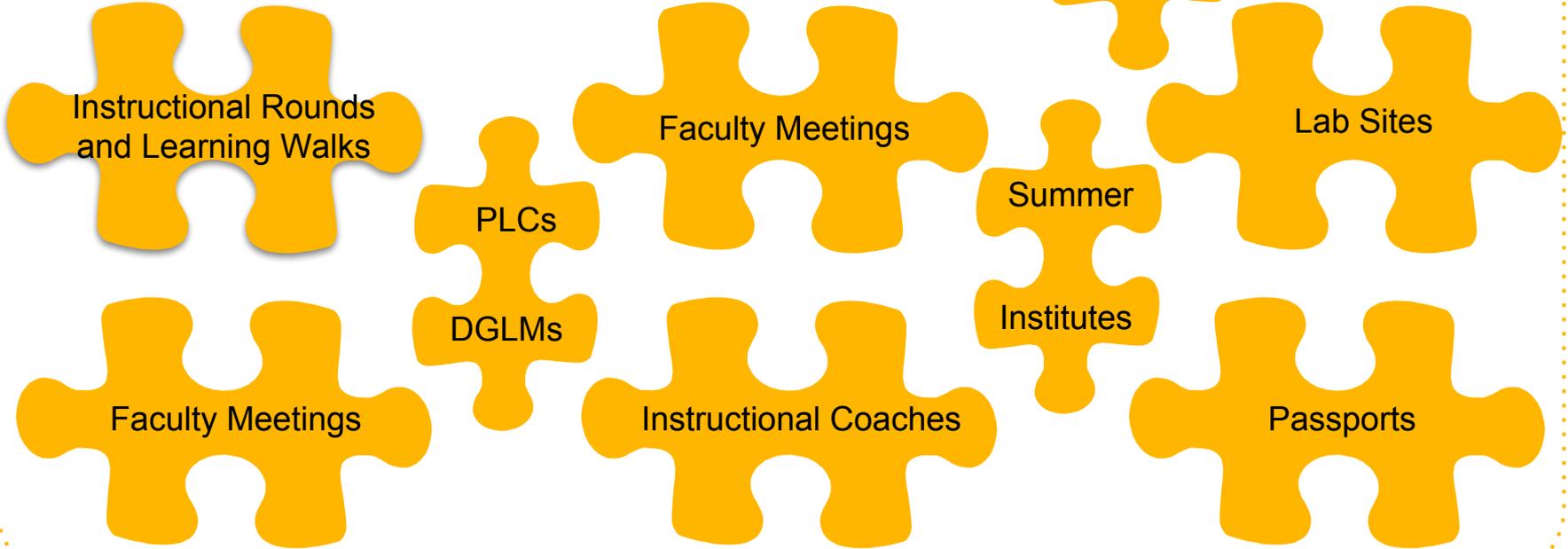
- Job embedded
- Ongoing over time
- Individualized support
- Coherence across the system
- Relevant
- Supported through reflection and modeling
- Feedback and iteration
- Opportunities for choice

*"The process of job-embedded professional development and reflective coaching is ongoing. Just as each child comes to the classroom with different skills, each teacher, likewise, comes to the classroom with different skills. For this reason alone, a single professional development approach cannot meet the needs of all teachers."*

*~Heidi Marie Rock*

**Coaches undergird the professional development process and make it all possible!**

# PD structures





*"I'm learning so much from the writing workshop lab. I want to express my thanks for this opportunity and support from the district."*

*~ Coleman Teacher*

# Research based PD strategies





“I’m slowly evolving writing workshop in my classroom. I think these workshops enrich my practice in meaningful ways where I truly feel that I’m helping my students writing improve... and mine too!!!”

~SRCS Teacher

# Small Group Reading PD

- Focused on research based strategies: guided reading, conferring, strategy groups
- Student assessment drives instruction
- Sustained two year focus district wide
- Passport PD offerings by coaches
- Site based PD by coaches: modeling, co-teaching, planning and more
- PLC focus

# Shifts in Practice, **Guided Reading**



Guided Reading				
	<i>Not yet</i>	<i>Awareness</i>	<i>Beginning Implementation</i>	<i>Integrated Implementation</i>
Fall	5%	15%	51%	29%
Winter	1%	2%	47%	50%
Spring	0%	1%	14%	85%



# Shifts in Practice, **Conferring**

Conferring				
	Not yet	Awareness	Beginning Implementation	Integrated Implementation
Fall	12%	37%	39%	12%
Winter	0%	4%	92%	4%
Spring	1%	4%	44%	51%



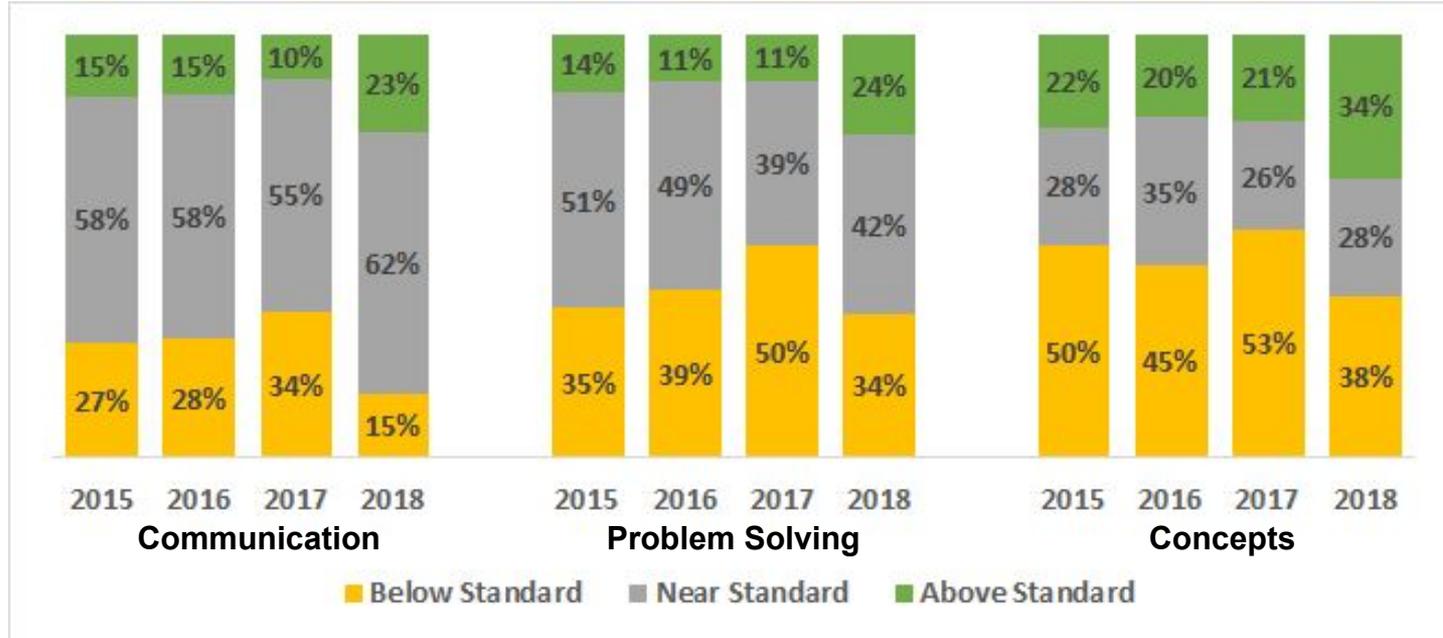
# Reading Inventory Data

<b>ALL GRADES, ALL SCHOOLS</b>				
<b>LEVEL</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Advanced	12%	18%	28%	31%
Proficient	13%	18%	23%	22%
Basic	48%	43%	38%	35%
Below Basic	27%	21%	11%	12%

# Calli PD

- Focused on research based strategies: student discourse, small group discussion, problem solving
- Teachers create goals and PD plan for department
- Sustained three year focus district wide
- Supported by Teacher Learning Walks

# SBAC Math Data





*"I enjoy working with people from other teams and learning from the work that they are doing at their sites. It is great to see how other districts are implementing our learning."*

*TLHS Teacher*



“I'm really going to try the Exit Slips. I know it will help my differentiation and grouping of students. ”

~SRCS Teacher



# Thank you!

Your continued support of our instructional coaches and investment in our teachers is making a difference for the **children of San Rafael**