

Effectuating Collective Efficacy to Impact Student Learning

District 207 is on a journey, striving for the research concept of collective efficacy. What does this mean in basic terms: it's when an organization creates conditions to support each of its members, in this case teachers and students, to be their best. While it sounds simple, in practice it is complex work that only a few districts across the country are doing and even fewer are doing very well.

“We strive to provide a set of constructs for our students and teachers so they can be on a continuous path of growth,” says Superintendent Dr. Ken Wallace. “We want everyone to have a shared understanding of what a learning community looks like. In order to accomplish this goal, we do many unprecedented things to support our staff and our teachers.”

One prime example is that the district is in its 7th year of “All in Coaching,” meaning every single teacher at Frost Academy, Maine East, Maine South and Maine West has a coach and a coaching plan. The district’s graduating class of 2018 was likely the first class in the country whose teachers, for all four years, had instructional coaching and a personalized coaching plan for the sole purpose of improving learning conditions for students.

Another example of collective efficacy in action are the multi-tiered systems of support that are in place for District 207 students. There are many examples of supports that are in place to meet students where they are and provide them with the assistance they need to be successful. One of these is the utilization of instructional routines to teach vocabulary in several curricular areas. This has led to increased reading proficiency among students previously identified as not meeting reading standards.



Maine West teacher Joel Walsh teaches English to students. All teachers are a part of the collective efficacy journey in District 207 which includes “All in Coaching” and multi-tiered systems of support for students.

District 207 Featured in Recent Book titled “Leading Collective Efficacy”

District 207’s work in collective efficacy, led by Superintendent Dr. Ken Wallace and Director of Adult Learning Dr. Jill Geocaris, is featured in

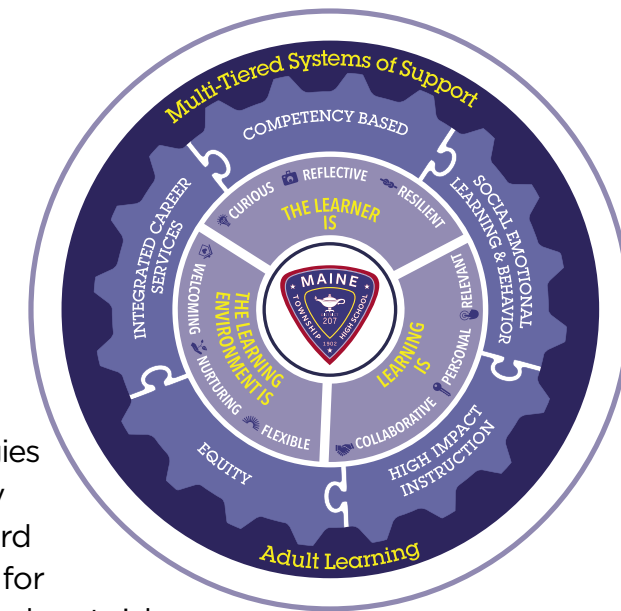
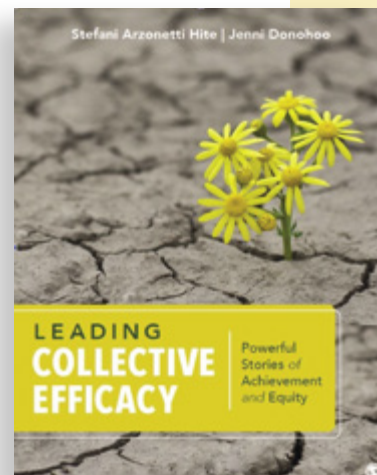
a recently published book by Stefani Arzonetti Hite and Jenni Donohoo titled “Leading Collective Efficacy – Powerful Stories of Achievement and Equity.”

“Being a part of this important book, co-written by Jenni Donohoo who is a co-researcher with John Hattie, one of the world’s pre-eminent researchers

on what works in schools, is an incredible honor and truly a tribute to the talented teachers, administrators and staff who have helped us develop a shared vision for how to serve our

students well beyond their time in our high schools,” says Superintendent Dr. Ken Wallace.

Chapter 2 of the book is focused on the collective efficacy work in District 207. The chapter is titled “Goal Consensus,” and shares many of the key elements that have led the district to be sought out among educators as a model in this key area. The chapter discusses District 207 approaches including its unique adult learning model, opening access for opportunities to all student learners in the system and the district’s robust coaching program. It also discusses the student achievement gains reached due to these approaches.



Another multi-tiered system of support entails utilizing responsive strategies including an early warning dashboard system to screen for students who may be at risk.

This allows the team to respond in real time to support a student rather than a system where a student could go weeks or months without an intervention from the school.

“These two initiatives work in a symbiotic way to ultimately provide students with a high quality learning environment that allows them to reach their full potential,” says Dr. Wallace. “By utilizing both systems we are able to provide a more personal and equitable learning experience for our students.” ■

Watch the District 207 Collective Efficacy Video



Anyone interested in learning more about the district’s approach to collective efficacy, a video was recently created that shares the story from multiple perspectives.

Access the video through the district’s YouTube page at www.youtube.com/District207 or watch the video at: <http://bit.ly/207video>.



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District Earns \$30,000 Grant to Increase Financial Literacy

In order to help meet the District 207 vision and goals for its financial literacy offerings at all three schools, the Career and Technical Education (CTE) department chairs applied for a grant through Next Gen Personal Finance. The purpose of this grant is to recognize and support schools that provide a financial literacy course as a graduation requirement, which District 207 added for the 2021 school year. As part of the course, all District 207 students will explore potential careers and corresponding educational costs to ensure each student understands the return on investment of their pursuit. District 207 was awarded a \$30,000 grant from the organization.

There are many planned uses for the funding:

- A continuation of the deep connection with the Integrated Career Services department to identify mentors and guest speakers that help provide a different perspective for students
- Field trip opportunities to expose students to various careers connected to financial literacy
- Purchase resources and materials that support the curriculum
- Teacher professional development

“This is beyond just ‘financial literacy’ in the conventional sense,” says Superintendent Dr. Ken Wallace. “It will also include strategies for students to develop a ‘Return on Investment’ profile of their career paths.” ■

Career and Technical Education Department Chairs Erica Tuke (Maine South), Sabrina Benjamin (Maine East) and Samantha Archer (Maine West) helped secure a \$30,000 grant to expand the financial literacy of students in District 207 schools.

