West Contra Costa Unified School District
Office of the Superintendent

Friday Memo
June 24, 2016

Upcoming Events – Bruce Harter
June 20 – July 15: Summer School Extended Learning
June 29: Board of Education Meeting, DeJean, 6:30 PM

Next Week's Board Meeting – Bruce Harter
Closed Session for Wednesday's June 29 meeting begins at 5:30 PM.

Adams site conditions letter of concern – Lisa Leblanc
The District received a letter dated June 7, 2016 from a neighbor expressing continued concerns about the site conditions at the Adams property. The complaint was specific to vegetation coverage along the slope adjacent to the neighbor's property. The District maintains and reduces risk at all District-owned properties including the Adams property. The District evaluated and confirmed the conditions post letter were valid; responded to the letter and reviewed recent actions at this site; the Grounds Department will continue to reduce vegetation and chip brush to cover the slope to reduce weed growth.

Measure D (2010) and Measure E (2012) Agreed Upon Procedures for FY 2014/15 – Lisa LeBlanc
The District engaged Vavrinek, Trine, Day & Co., LLP to prepare the Performance Audit and Agreed Upon Procedures for Measure D (2010) and Measure E (2012) for fiscal year ending June 30, 2015. The Performance Audit was received by the Board and CBOC on March 30, 2016. The Agreed Upon Procedures, containing 18 objectives along with the District responses, as needed, are on the June 29, 2016 agenda. There were no district responses necessary on objectives 1-4, 6, 10, 12 and 18. The District has responded to the remaining 10 objectives and is in the process of implementing the procedures to address the observations and associated recommendations within the report.

Background on the Effectiveness of the Efficacy Work – Bruce Harter
At the June 15 meeting, the Board requested data on the effectiveness of the Efficacy work. Attached are reports the Memphis City Schools, Peres Elementary (WCCUSD), and Lady Liberty Academy Charter School which have used the Efficacy Framework to improve academic outcomes for students.

It is important to note that four additional schools have committed to using the Efficacy Framework to improve academic outcomes for all students, but especially traditionally underserved students. These schools are: Nystrom, Stege, Wilson, and DeJean. They have just started their Efficacy work during the 2015-16 school year.

Although these schools are new to the Efficacy work, they have already trained their leaders, ILTs, and staffs (certificated and classified) in the Efficacy framework. They have set 2016-17 goals and academic targets around their Efficacy work, and they are including their work in their 2016-17 Single Plans for Student achievement (SPSAs).

Today's packet also includes qualitative staff evaluation results of this year's Efficacy training that demonstrate the depth, commitment, and appreciation that these new schools have for their Efficacy work around Mission, Mindset, and Method.

These schools will be doing periodic presentations to the Board of Education on their progress throughout the 2016-17 school year.

A description of the Parent Train-the-Trainer Efficacy Training and the Staff Efficacy Opportunity Training with Program Elements are included with this Friday memo. These documents offer a good summary of what the Efficacy training for parents and professional learning for staff is about.

Public Records Log – Marcus Walton
Included in this week's memo is the log of public records requests received by the district. If you have any questions, please contact me.

Public Records Request Log 2015-2016
Week Ending June 23, 2016

	Date of Receipt	Requestor	Requested Records/Information	Current Status
32	10/12/15	Fatima Alleyne	Lozano Smith Attorneys / All Invoices, Contracts and Expenses paid beginning January 1, 2014 – December 31, 3014	**Available documents ready for review**
38	10/16/15	Fatima Alleyne	Parcel Tax Measure D for 2012-2013 School Year / All financial and bank statements, invoices, receipts and salaries	**Available documents ready for review**
40	10/23/15	Fatima Alleyne	Parcel Tax Measure D for 2009-2010 School Year / All financial and bank statements, invoices, receipts and salaries	**Available documents ready for review**
41	10/26/15	Fatima Alleyne	Parcel Tax Measure D for 2008-2009 School Year / All financial and bank statements, invoices, receipts and salaries	**Available documents ready for review**
43	11/1/15	Fatima Alleyne	All Contracts, Invoices and Expenditures for Legal services paid by the District for the 2013-14 School Year	**Available documents ready for review**
48	11/10/15	Fatima Alleyne	Job Descriptions for all Superintendents' positions	**Available documents ready for review**
56	11/30/15	Fatima Alleyne	2015-16 Legal Services Contracts / Lozano Smith Attorneys- Ramsey & Ehrlich- Bragg Coffin Lewis & Trapp- and Swanson & McNamara	**Available documents ready for review**
57	11/30/15	Fatima Alleyne	Superintendent's Contract and 2014-15 and 2015-16 Goals	**Available documents ready for review**
109	5/25/16	Nicolas Roman Chamberlin Associates	Sylvester Greenwood Academy School Project – EIR and CEQA Reports/Documents	6/21/16 Information sent via email **COMPLETED**
113	6/2/16	Michael Schoenfeld Murphy Austin Adams Schoenfeld LLP	Portola Middle School Project / Various records and documents	**Acknowledgement letter sent** **6/9/16 Letter of Extension sent**
114	*5/20/16	Lillian Chen Public Counsel	Madera Middle School / For 2014-15 and 2015-16 School Year – Suspensions, Expulsions and Transfers	**Gathering / Reviewing Documents**
115	6/16/16	Barbara Glendenning	WCCUSD Communication(s) with Caliber Schools	**Acknowledgement letter sent**
116	6/17/16	Don Driscoll Driscoll & Omens	CAL200 v. SFUSD Settlement Documents, Agreements and/or Reports	**Gathering / Reviewing Documents**
117	6/23/16	Patricia Ann Watt	Prop 39 Documents related to Caliber Schools	**Acknowledgement letter sent**

THE EFFICACY INSTITUTE, INC.

Train-the-Trainer

Building Capacity

182 Felton Street   Waltham, MA 02453
781-547-6060   Fax 781-547-6077
www.efficacy.org

This document provides a comprehensive view of the Efficacy Institute's Train-the-Trainer process, detailing the outcomes, candidate selection, the teaching and learning process and the pricing structure.

Contents

Train-the-Trainer Outcomes

Efficacy for Parents and Families

- Train parent leaders to deliver Efficacy concepts and tools to parents and families, preparing them to be active partners in their children's education. These individuals could be deployed throughout the district and community.

- **Outcome:** Parent leaders confident and skilled in their capacity to deliver *Efficacy for Parents & Families* to fellow parents*.*

- Workshop modules: Introduction; Proficiency: In Academics & Character; The Two Models of Development; and Lessons & Assignments.

- **Pre-requisite:** At a minimum, each candidate must have participated in *Efficacy for Parents & Families.* Additional Efficacy training a plus.

- **Required Pre-Work:** Each parent leader will be expected to complete the pre-work assignment (to be disseminated two weeks prior to the start of Train-the-Trainer).

Attributes of Trainer Candidates

Below are desirable **attributes** for parent leader candidates. This list is not meant to be all inclusive.

- Belief in the capacity of adults and young people to achieve *proficiency* or higher (in academics and character)

- Persistence in overcoming obstacles to achieving goals, and commitment to a continuous learning process, including individual self-examination and reflection, as well as the application of feedback from others

- Willingness to give time and energy needed for study and practice in the train-the-trainer process

- Availability to deliver training following certification, as well as a commitment to remain in the district or community for a minimum of two years

- Experience working directly with adults and/or students in the district or community

- Willingness to exert influence and build relationships that support the Mission: Proficiency for All Young People

- Credibility with various stakeholder groups, such as parent groups, community members, students, teachers and/or principals

Train-the-Trainer Model

Prerequisite: An Efficacy Experience
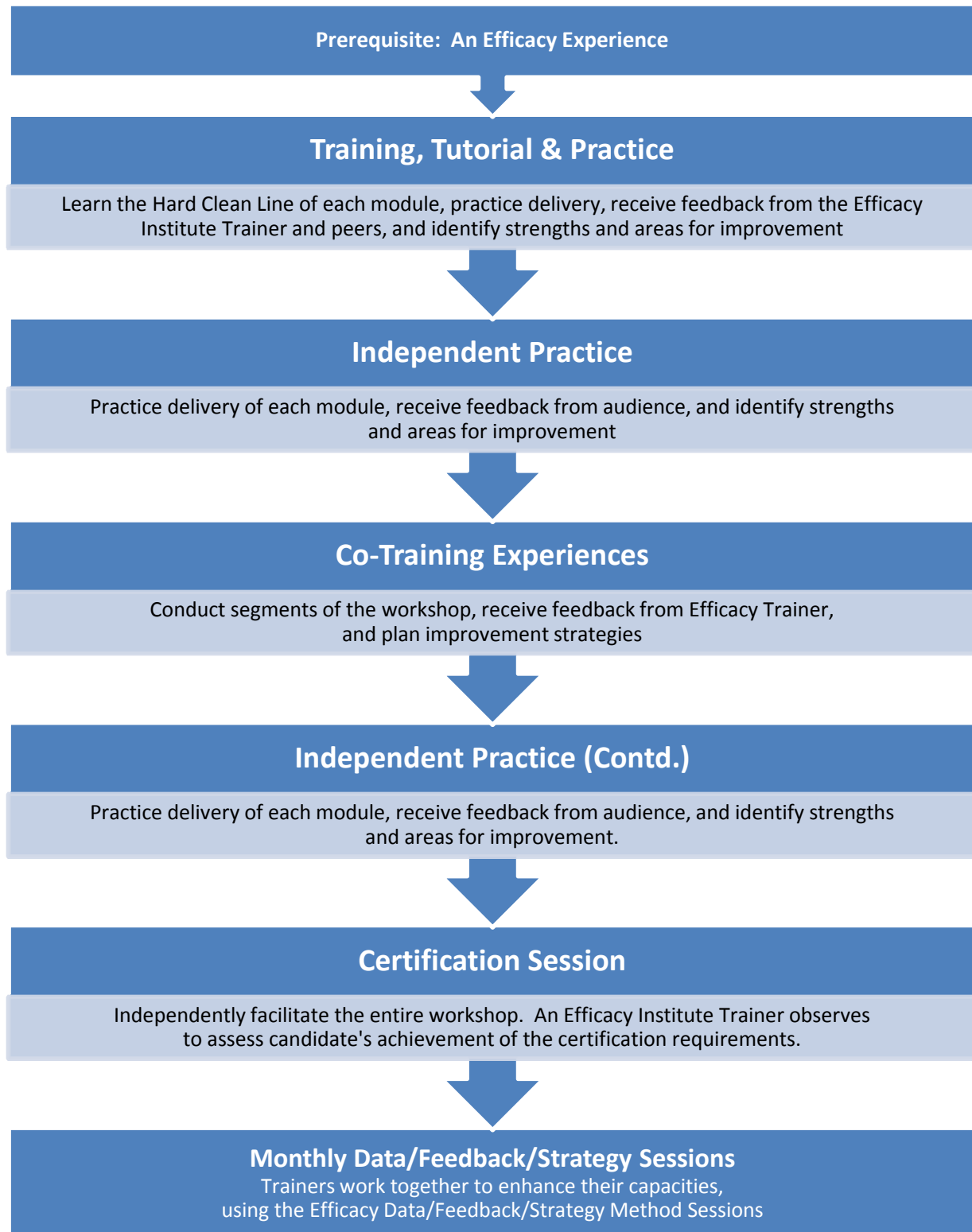
Training, Tutorial & Practice

Learn the Hard Clean Line of each module, practice delivery, receive feedback from the Efficacy Institute Trainer and peers, and identify strengths and areas for improvement

Independent Practice

Practice delivery of each module, receive feedback from audience, and identify strengths and areas for improvement

Co-Training Experiences

Conduct segments of the workshop, receive feedback from Efficacy Trainer, and plan improvement strategies

Independent Practice (Contd.)

Practice delivery of each module, receive feedback from audience, and identify strengths and areas for improvement.

Certification Session

Independently facilitate the entire workshop. An Efficacy Institute Trainer observes to assess candidate's achievement of the certification requirements.

Monthly Data/Feedback/Strategy Sessions
Trainers work together to enhance their capacities, using the Efficacy Data/Feedback/Strategy Method Sessions

Train-the-Trainer Process

Learn the Hard Clean Line of each module, practice delivery, receive feedback from the Efficacy Institute Trainer and peers, and identify strengths and areas for improvement.

- Trainers first receive information about the certification standard (their proficiency target), which involves effective delivery of the *Hard Clean Line* (essential elements of teaching each module); integration of *added value* (supportive anecdotes, relevant examples, and personal connections); and *rapport with their audience*, including connecting participants' questions and comments to the learning points of each module. Trainers also receive the expectations for successful participation in the Train-the-Trainer process.

- Conducted in a classroom context, trainers learn the core elements of each module, present it, and receive feedback from their peers and the Efficacy Institute Trainer. This process typically ranges from 3.5-5 days, depending on both the content to be mastered and the number of trainers to be certified. While it can be divided into multiple sessions, it is preferred that the sessions be scheduled as consecutively as possible.

- Special Note: Trainers' use of Efficacy concepts and tools in their own personal lives greatly contributes to their capacity to effectively teach Efficacy to others. Direct experience with Efficacy deepens knowledge, as well as the application of Efficacy to achieve desired results. This personal integration begins with trainer's initial exposure to Efficacy and continues through the entire Train-the-Trainer process.

- The Train-the-Trainer process is limited to trainers who will be actively engaged in the certification process and is not open to auditors.

Independent Practice

Practice delivery of each module, receive feedback from audience, and identify strengths and areas for improvement.

- Using feedback provided in the Training, Tutorial and Practice sessions, trainers work to deepen their understanding and sharpen their facilitation of the modules. To that end, they continue to practice delivering the content they have learned, independent of the Efficacy Trainer. This is essential for trainer development and must happen more than twice before their co-train experiences.

- Following each independent practice session, trainers must make feedback on each module, determining their strengths in understanding and facilitation of the content, and areas in need of improvement. In subsequent practice sessions the trainer works to sustain areas of success and increase competence in areas of improvement.

Co-Training Experiences

Conduct segments of the workshop, receive feedback from Efficacy Trainer, and plan improvement strategies.

- Working in collaboration with a partner, two trainers facilitate the entire workshop with an audience of 10 or more people to gain feedback— strengths, and specific areas in need of improvement before the certification process. Each trainer selects modules and teaches them in their entirety (modules should not be split but presented in full by each trainer).

- These sessions are facilitated before an Efficacy Institute Trainer who observes the session and provides feedback on the trainers' current progress toward the target (delivery of Hard Clean Line, including added value, rapport with audience, skill level regarding connecting participants' questions and comments to the learning points of each module).

- Following co-training sessions, trainers debrief with the Efficacy Trainer and develop a plan of action for their certification sessions.

Independent Practice (Continued)

Continue practice delivery of each module, receive feedback from audience, and identify strengths and areas for improvement.

⊞ Based on feedback from their co-training experiences, trainers continue independent practice to sustain areas of success and increase competence in areas of improvement, progressing toward the certification standard.

⊞ Following each independent practice session, trainers must continue to make feedback on each module, determining their strengths in understanding and facilitation of the content, and identifying areas in need of improvement.

Certification Session

Independently facilitate the entire workshop.

⊞ In this session trainers assume responsibility for independently facilitating the entire workshop with an Efficacy Institute Trainer observing the process to assess candidate's achievement of the certification requirements.

⊞ Following the certification session, trainers engage in a discussion with the Efficacy Trainer, discussing successes and challenges in their facilitation. Those who meet the target and achieve the certification requirements will be certified. Those who do not meet the standard will work with the Efficacy Institute Trainer to develop a specific plan of action to build competence in the areas in need of improvement.

Monthly Data/Feedback/Strategy (DFS) Sessions
Once certified, trainers must continue to engage in feedback sessions to monitor their continuous learning and development.
Training and facilitation is an on-going process that requires metacognition and analysis. As a team, the trainers work together to enhance their capacities, using the Efficacy Data/Feedback/Strategy Method, i.e., they track their progress, determine areas of strength and weakness, and develop a plan of action for further development. For these sessions, the Efficacy Institute Trainer may be involved via conference calls, physical presence, etc.

Train-the-Trainer Budget

Efficacy for Parents & Family

Train-the-Trainer Process & Budget:

Area of Service	Timeframe	Budget
Training, Tutorial and Practice for a **Cohort of 10** People [in a classroom setting]	3.5 days	Included
Independent Practice	Minimum of 1/2 day taped (video/audio) practice session per trainer	Included
Co-training Experiences [2 Individuals per session, with live audiences]	2.5 days 5, 1/2 day co-train sessions 1/2 day per trainer team	Included
Certification sessions * [with live audiences]	5 days 10 1/2 day individual sessions	Included
Monthly Data/Feedback/Strategy sessions [face-to-face or teleconference meetings for three months following certification]	2.5 days 5, 1/2 day meetings for a cohort of 10	Included
Travel: Approx. 7 trips @ $2,200 per trip		
TOTAL		$83,400

*If more certification sessions are required, there will be an additional charge

About the Efficacy Institute

For over 30 years the Efficacy Institute has been dedicated to the Mission of getting *all* children to proficiency—or higher. Founded by Harvard-trained social psychologist Dr. Jeff Howard, our work is rooted in the constructive belief that intellectual capacity is neither fixed nor given; rather, it can be built to high levels through the sustained application of effective effort toward challenging tasks.

Using this approach we have made significant positive inroads in some of the most challenged communities in the nation. To date we have trained over 80,000 adults and children in more than 50 school districts nationwide. Our clients include Memphis City Schools (TN) in collaboration with the Gates Foundation, The Bibb County/Macon (GA) Public Schools, Stamford Public Schools (CT), Pittsburgh Public Schools and Peres Elementary School (Richmond, CA), and many others.

Two Day Efficacy Opportunity Training

Efficacy Training sets the foundation for *dramatic improvement in student outcomes*. We will investigate the Psychology of Performance—the study of how and why people (adults and young people) learn and grow; an underlying set of personality and character traits that will support that growth; and the phenomenon of resistance to change—key to understanding why so many change initiatives fail. The training will include multiple opportunities for application, personal introspection, and skill practice. It will include *a comprehensive Mission Strategy Planning framework for operationalizing the Efficacy Approach in participants' schools.*

Program Elements:

✓ **The Mission: Proficiency in Academics and Character**
A discussion of what students require to thrive in the 21st century helps participants build consensus on the proper **Mission** of public education: Academic Proficiency and Strong Character for *all* children. We will work to establish, unambiguously, the responsibility we as adults must assume for achieving this Mission.

✓ **The Mindset: Two Models of Development**
To reach rigorous standards of proficiency, educators and their students need a positive, healthy mindset about intelligence and development—one that provides a supportive foundation for the challenging work of teaching and learning. In this module participants investigate two contrasting belief systems about the nature and distribution of intelligence. They will identify the crippling effects of a prevailing innate ability mindset ("some have it, and some don't"); then they will explore the positive, healthy **"Get Smart" Mindset**

(sustained, effective effort *builds* intelligence) required for continuous learning and high performance. This module is at the heart of all Efficacy Experiences and is the foundation for subsequent learning and work.

The Method: Self Directed Improvement System (SDIS)

The Self-Directed Improvement System (SDIS) is a **Method** of data-driven analysis that students and educators can use to improve their teaching and learning strategies. Supported by the "Get Smart" Mindset, the SDIS is the operational approach educators and their students can use to accomplish the Mission—proficiency for all. This simple, powerful approach can be used with existing school data sets, and has three main components:

- Establish & Build Consensus on the Proficiency Targets (Standards)
- Create a Data Stream (In-Class & Quarterly Assessments Aligned to the Targets)
- Implement The Data/Feedback/Strategy Method (Analysis of Student Achievement Data as the driver of adjustments in teaching and learning strategies)

✓ Performance Orientation vs. Learning Orientation

Based on the work of social psychologist Dr. Carol Dweck, this module explores two different psychological "orientations" in which people exhibit radically different responses to failure and difficulty. These orientations are rooted in beliefs about intelligence (see Mindset: The Two Models of Development) and have a vital impact on the subsequent motivations of students in school—especially after they encounter failure and difficulty. Participants explore the critical importance of a *Learning Orientation* as the psychological foundation for school turnaround, and learn concretely what they must do to establish an LO in their classrooms and buildings.

✓ Strong Side vs. Weak Side

We offer a simple, useful model of character development that emphasizes the individual's power of choice: we call it Strong Side/Weak Side. Everyone has a Strong Side (SS); it is the part of us that shows determination and resilience in learning situations, is capable of treating others with respect, and always seeks to do the right thing. But we also have a Weak Side (WS), typically motivated by fear and self-doubt. The Weak Side tends to give up in the face of difficulty, and can be unsupportive, even manipulative and nasty in engagements with others. The character of an individual's relationships, and of the quality of the culture of an institution facing necessary change, are functions of which side, SS or WS, dominates. Ultimately it comes down to a choice: which side will I bring with me to school or work? Which side will generate the strongest relationships and the greatest personal development? Which side will contribute to a constructive culture of change.

Striving School Initiative

In 2007, the Memphis City Schools (MCS) knew they had a serious problem with underperforming schools.

The Efficacy Institute worked with district leadership charged with turning around 15 "Striving Schools," all of which were on the state watch list, and under threat of state takeover unless there was dramatic improvement.

The Efficacy Institute offered training for staff in struggling schools and coaching to implement the Efficacy Approach: Mission, Mindset, and Method. The work of the Institute did not replace the effective programs that the district had adopted, but supported their successful utilization by providing a new cultural environment of positive expectations for students, and by installing the SDIS, our operational approach for effective use of data.

At the end of the process all fifteen schools were removed from the list or moved to improving categories.

"Five years ago when I was pulled out of the Principalship, I was the Academic Superintendent of the Striving Schools. That first year that we had the Striving Schools we had approximately 15 schools. And those schools were high priority, and those schools had failed to make adequate, real progress for four more years. They were in corrective action and beyond. That's when I was introduced to Dr. Howard and the Efficacy Institute. From that we realized that we really, really needed to drill down and take a hard look at data and the SDIS process in particular allowed us to do that. We were able to both look at baseline data and also look at current data, and the one thing that stood out was always asking that question 'Why?' and getting principals to be able to ask that question 'why? and to use that to drive the conversation around student achievement. From that, schools were asked to put together strategies to address those 'why' questions. I would like to think that Efficacy, and that process and exposure to Efficacy and getting principals and their teachers to understand a growth mindset as opposed to a fixed mindset, was powerful for those schools."

Over a three year period, 80% percent of the 15 striving schools moved off the underperforming list altogether or to an improved status.

Over a four year period, 100% moved completely off the list or into an improved status.

Dr. Roderick Richmond
Chief Academic Officer, Shelby County Schools
(formerly Chief of School Operations, Memphis City Schools)

![EFFICACY INSTITUTE logo]

Peres Elementary School

West Contra Costa Unified School District
Richmond, CA 94801

In 2001, Peres Elementary was placed in Program Improvement status by the state of CA because of poor academic performance and failure to meet AYP standards. That same year, Dr. Janet Scott took over as principal, introducing Efficacy concepts to her leadership team. In 2006, the Efficacy Institute began working with Peres to accelerate their reform efforts. Dr. Scott and her faculty then set school-wide achievement targets which they surpassed. That year the program improvement status was lifted. In 2007 the state awarded Peres honorable mention among distinguished schools. Peres' academic performance showed a growth of approximately 360 points between 2001 and 2011.

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	322	816	338	808	351	811	812	812
Black or African American	66	784	70	771	68	757	771	771
American Indian or Alaska Native	0		0		0			
Asian	8		9		9			
Filipino	0		1		1			
Hispanic or Latino	246	824	255	817	269	826	822	822
Native Hawaiian or Pacific Islander	1		2		2			
White	1		1		1			
Two or More Races	0		0		1			
Socioeconomically Disadvantaged	322	816	336	807	336	811	811	811
English Learners	234	824	240	810	263	822	819	819
Students with Disabilities	37	718	42	774	50	687	726	724

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

Peres Elementary School
2001-2012 Academic Performance Index (API)
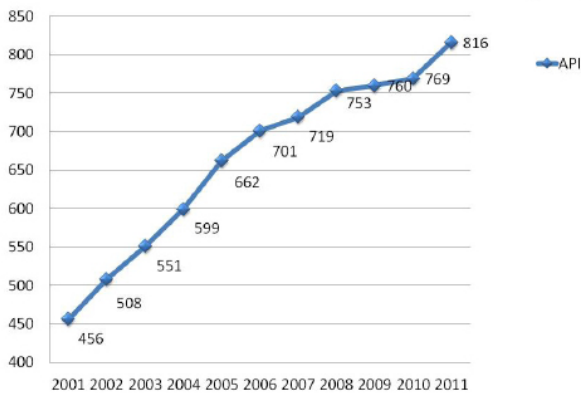
"One of the first things I did as principal was to introduce Efficacy concepts to my leadership team based on my knowledge and use of the approach as an educator (e.g., teacher, summer school principal, etc.). Our initial work and subsequent gains were the result of the mindset shift we instituted. We worked to change how students, parents, and staff viewed themselves, and how the school was perceived by community. After that was accomplished we had to make sure the link between effort and achievement was strongly conveyed."

"Likewise, Efficacy and the Self-Directed Improvement System (SDIS) were in complete alignment with the research. Like many school districts, we were required to implement a teacher collaboration model with processes for analyzing data. Additionally, as a struggling school we were required to work with state approved school improvement coaches. The Efficacy Institute helped us to facilitate that mandate and elevated our school improvement strategy by assisting us to operationalize an approach that provided continued results for teachers and students."

"An important construct of Efficacy is the Data/Feedback/Strategy method. Which aligned with a strategy we successfully implemented, school wide 'data chats' (e.g., principal/teacher data chats, teacher/student data chats; student/student; and student/teacher/parent data chats). It was important because looking at data could be very intimidating. It could be a 'gotcha' kind of moment. But it's never about 'gotcha.' Data is simply feedback about what we need to do differently to improve."

Dr. Janet Scott, Principal
Peres Elementary School 2001-2009

Lady Liberty Academy Charter School

Newark, NJ

Lady Liberty Academy Charter School was organized in 2001-2002 school year and has just celebrated its 10th year of operations. Lady Liberty Academy has a focus on science, technology, and mathematics. Since 2009, a reconstituted leadership team has added the Efficacy approach as a foundation of the school's culture.

> *"I am now in my fourth year here at LLACS and last year I was promoted to Principal. Efficacy has truly taken hold here in the building and has become one of the pillars of our school turn-around. In our third year here we saw an overall increase of 14% in our NJASK scores and a 19% overall increase in Math. We also saw an incredible improvement in our school culture and a drastic decrease in suspensions. In 2009 (before my tenure) the school had 388 suspensions. In the '09-'10 school year we had 47 and in '10-'11 we had 13. Last year we were able to do away with home suspensions altogether and we began an In-School suspension model that led to even more time on task. My students and staff put forth incredible effort to help make these things happen and I know that one of the driving forces was Efficacy."*

Christopher Finn
Principal

State Assessment Results: Percent Proficient And Above
Proficiency Rates by Grade Level

The following data is an excerpt from the 2011-2012 Lady Liberty Academy Charter School Annual Report. The table below shows proficiency rates by grade level.

| ELA	2010	2011	change
3	27%	40%	13%
4	44%	33%	-11%
5	32%	24%	-8%
6	29%	41%	12%
7	28%	26%	-2%
8	57%	71%	14%
TOTAL	33%	39%	6%

MATH	2010	2011	change
3	48%	66%	18%
4	63%	60%	-3%
5	37%	73%	36%
6	47%	71%	24%
7	13%	45%	32%
8	29%	41%	12%
TOTAL	40%	60%	20%

Proficiency Rates by Cohort

Looking at the data across cohorts, we see dramatic growth in the percent of students scoring proficient compared to their performance the previous year. Again, growth is consistent across most categories with few exceptions as shown in the table below.

ELA	2010	2011
3	None	40%
4	27%	33%
5	44%	24%
6	32%	41%
7	29%	26%
8	28%	71%
MATH	2010	2011
3	none	66%
4	48%	60%
5	63%	73%
6	37%	71%
7	47%	45%
8	13%	41%

Drastic Decrease in Suspensions
2008-2011
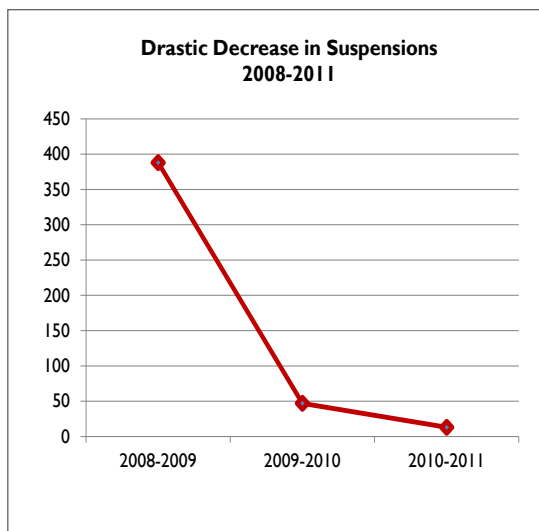
Drastic Decrease in Suspensions

As part of their Efficacy process, the school decided to drastically reduce suspensions. As shown in the Behavior Chart 1 below, Lady Liberty Academy has seen a **97% decrease in suspensions** as compared to 2008-2009, before the Efficacy intervention began.

Efficacy for Educators 2 Day Training
Dr. Jeff Howard, Presenter
February 17-18, 2016
Evaluation Results

1. **Which specific strategies will you use as a result of this seminar?**
   - Strong side/Weak side networks
   - Draw the weak side/strong side face and identify the dynamics of the classroom coalitions to the students; unpack "work hard" into its 3 components; tenacious effort, utilize feedback, and develop strategies
   - Strong side/weak side; effective effort; feedback
   - The plan is to use the framework with the entire school (staff, teachers, students) as a means to transform school culture and close the achievement gaps.
   - LO/PO
   - Give pre-assessment, look at data, devise strategy, execute and do the process over again. Put routine time for strong side/weak side, and FADAF
   - WS/SS; FADAF; "work hard, get smart"; toolkit
   - SS/WS analogy; work hard – get smart, for greater implement in my class; FADAF
   - Strong side/weak side; FADAF
   - Strong side/weak side; I'm going to turn it into a poster to graph student work/progress
   - All! I'm already thinking on bringing the concept to new audiences and brainstorm new ideas for implementation
   - FADAF; SDIS/DFS; goal setting; inducing LO
   - All of them but will start with 'work hard – get smart'; FADAF
   - FADAF; EE-D; strong side; D/F/S; LO; All the levers! Everything!
   - Excited to use & teach language; strong side vs weak side; learning orientation
   - Strong side – weak side
   - Strong side and weak side; failure & difficulty are feedback; translating data into feedback
   - Change the narrative around feedback
   - Strong side, weak side; PO and LO; DFS method; FADAF
   - I will start with the strong side/weak side
   - Weak side/strong side; FADAF
   - DFS – with my students and with myself
   - FADAF; building strengths, shutting down the weak side
   - SS/WS, confidence – effort - development

2. **Identify the concept(s) from the seminar that were most significant to you.**

- DFS, FADAF, SS/WS
- 5 levers; strategies to neutralize "Queen Bees" and "Big Boys"; weak side/strong side face; and specified an excellent Vision & Mission
- Teaching students that failure is just feedback on what our effort needs to be focused on
- The concepts of strong side/weak side and using feedback as information to move forward in positive directions.
- Adapting growth; 5 levers; weak side/strong side
- I think FADAF is because it's the foundation to getting students to improve and change the mindset
- FADAF & vocabulary to help recognize the ability to improve
- Lo vs OP
- Effective effort driving development
- All!
- How to induce LO; SDIS/DFS/FADAF
- All kids have the capacity to be smart
- Mindset of LO & strong side; it is possible – if you believe it, you can make it happen – you can get other on board you can change your building; there are no excuses; positive & safe atmosphere, everyone open to discussion & positive criticism
- I see why teachers reordered the curriculum; starting with strong side/weak side helps orient this work.
- Actually everything, thanks
- Getting to share specific examples of each of the concepts – especially when it came to LO and PO; spending a good amount of time dissecting all areas of data and feedback; implications!
- Having a catch phrase that everyone has remembered and buy-in to; work hard, get smart; FADAF; DFS
- The FADAF and DFS methods are really powerful
- The LO & PO were very strong concepts to incorporate into the classroom
- Strong side / weak side character development
- Learning together, inclusive practices, FADAF – failure is information that can be used to improve
- SS/WS, confidence – effort - development

3. **How might this seminar be improved?**
   - Perhaps more opportunities to work in groups.
   - Get teachers up and doing examples acting as though students are in the room.
   - It was informative and could not be improved
   - Time to dive into at least the first chapter of the Get Smart Toolkit!!
   - Maybe by having people work on chart paper and reporting back when there is time for discussion
   - More planning time for school teams / but really its quite excellent
   - I'm not sure. It was very reliable and empowering! Presenter Jeff was great. Enthusiastic, energetic, committed & clear! He gave personal experiences & related to us. He was informed and on task! Encouraged us to all participate - we are all important. <u>From now on, we can!</u>
   - More time for self-reflection, application, discussion
   - More!
   - More interactive aspects of other than discussions to get up and get moving
   - I like it just the way it is
   - It was wonderful. Looking forward to the sessions in April
   - More information about what got in the way of Peres moving toward Efficacy & how they managed the challenges
   - A little more movement

4. **How would you evaluate the quality of this seminar?**

1	2	3	4	5	6	7	8	9	10
Poor									Outstanding
							(6)	(5)	(13)

5. **How would you evaluate the effectiveness of the instructor?**

1	2	3	4	5	6	7	8	9	10
Ineffective									Highly effective
							(4)	(5)	(15)

6. **How would you rate the utility of the course?**

1	2	3	4	5	6	7	8	9	10
Not useful									Highly useful
						(1)	(5)	(3)	(15)

District/School/Organization _____WCCUSD - ___DeJean, Nystrom, Peres, Stege, Wilson___

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Facilitator: _____Jeff Howard_____

Additional Comments:
- Powerful stuff, looking forward to transforming our building w/this model
- Exceeded expectations for relevance to accomplishing effective school improvement
- Amazing and transformative experience!
- New teachers should have opportunities to gain access to this principle/framework
- Great job, I think the second piece will be helpful
- I make a pledge to efficacize my work for the wellbeing of our community
- Thank you! I feel empowered with the information that was presented. It also gave me an opportunity to reflect on myself. Thank you
- Great presenter, very engaging
- Thank you so much for what you are doing! I'm a psychologist and constantly trying to get the message about these concepts across to teachers.

Efficacy for Educators 2 Day Training
Jeff Howard Presenter
June 9-10, 2016
Evaluation Results

1. **Which specific strategies will you use as a result of this seminar?**
   - I believe that the FADAF strategy is very important for this school to succeed
   - Lo – Tenacious engagement! And many more
   - Weak side   Strong
   - Be part of developing Care Teams at DeJean that use data to drive development of interventions. (Mental health, behavioral, classroom, home). FADAF any potential problems that come up in our work together.
   - I will use the Strong side / Weak side strategy
   - LO – I believe reinforcing this concept will help a lot of teachers and staff work better with the students they serve
   - Data / Feedback / Strategy; Strong side vs. Weak side; LO vs. PO
   - LO; FADAF
   - FADAF - I will use every day to build the confidence in the students that they can change.
   - DFS – with students in regular cycles; SS /WS; PO vs LO
   - FADAF; Strong side thinking
   - Increase strong side
   - The "Get Smart" model: Confidence → EE → Development
   - The Levers
   - I will use the Levers that were discussed especially the DFS system to improve classroom teaching / instruction
   - LO/PO
   - SS/WK; FADAF; LO/PO
   - LO; FADAF; SS/WS
   - Changing the way of thinking – from I can't to I can if I don't give up & work at figuring out the part I don't get.
   - SS / WD → teach kids; Get buzz phrases "you can learn" etc.
   - D/F/S; SS/WS

2. **Identify the concept(s) from the seminar that were most significant to you.**

- The LO strategy I believe is very important in my personal life as well.
- LO
- If everyone should do it together
- Strong side / Weak side; LO (importance of); FADAF;
  I had very awesome talks with people at DeJean that I hadn't had before. Was a great chance to talk & learn about where we are coming from & how to create positive change together.
- I really enjoyed the concepts & the Performance and Learning Orientation concept
- LO – again
- Same as #1
- FADAF means a lot because the kids & the staff could learn improvement in all areas
- Effective Effort drive development is most significant to me as an educator. It is something I knew but did not always communicate to my students.
- Understanding all can be smart; the importance of positive messages; two ways of thinking.
- Help. I help students, teachers, and I help of team
- The definition of Effective Effort. It put a lot of things in perspective in terms of what/how students learn / can learn.
- SS / WS and LO / PO - interconnected neural growth
- Strong side vs. Weak side
- LO/PO; SS/WS
- LO/PO
- Moving from a PO to a LO
- Everyone can learn / do; Intelligence = Effort
- SS/WS; Data driven

3. **How might this seminar be improved?**
- The seminar was great!
- No comment
- It was just fine, it don't need improvement.
- More time to plan together
- More interaction between the people in the session
- More time for dialogue after all the levers; more time for Q and A

- Please use more think-pair-share strategies to support whole group discussion. Utilize "ice-breaker" strategies to support breaking down "people's stuff" to facilitate the group moving more quickly to concrete challenges (moving past polite).
- More juice, More Coffee!
- Awesome seminar
- Now I have a vision
- By giving more opportunities for group discussion
- Be provided prior to first days of school, especially for first year teachers. Connect veteran program individuals as mentors for new program leaners to help build "tenacious practice make permanent" best practices.
- Less lecturing. Perhaps the slides could be pre-work giving us more discussion and /or collaboration time w/peers.
- More interaction from the staff
- It was great
- More time – have curriculum here
- Condensed

4. **How would you evaluate the quality of this seminar?**

1	2	3	4	5	6	7	8	9	10
Poor									Outstanding
					(3)	(1)	(2)	(4)	(13)

5. **How would you evaluate the effectiveness of the instructor?**

1	2	3	4	5	6	7	8	9	10
Ineffective								Highly effective	
	(1)				(3)		(1)	(5)	(13)

6. **How would you rate the utility of the course?**

1	2	3	4	5	6	7	8	9	10
Not useful								Highly useful	
				(1)	(2)	(1)	(1)	(4)	(14)

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Session Dates: _____6/ 9-10 /2016_____

Facilitator: _____Jeff Howard_ _____

Additional Comments:

- Mr. Howard, I found this very interesting
- Best training on Efficacy I've heard.
- Thank you, I like this training.
- The Learning Orientation vs. Performance Orientation is a powerful stance for an educator to internalize and use to induce a Learning Orientation in her students.
- Yes you should keep doing more efficacy training. Thanks it is a wonderful learning experience.
- It was a wonderful training. I've learned a lot about my attitude towards teaching.
- Great job, very useful info. – but could've had more dialogue time
- Was a great instructor, very live & direct but understood all concepts taught
- This is a whirlwind, positive and validation focus course on redirecting mindset and being into a Growth Phenomena
- Good/Great strategy. A bit long for the content. Could be condensed.
- Condense, get people moving, get people brainstorming and talking more often. Good theory, poor execution.