Ehara tuku toa i te toa takitahi engari he toa takimano

My strength is not that of an individual but that of the collective.

- Maori proverb

Collective efficacy is about the overwhelming power that groups have to impact change when they share the belief in their ability to solve problems and overcome challenges.

Learning Intentions

Success Criteria

How much do you know about how to avoid the pitfalls that sometimes occur when educators collaborate?

0 - Not Much 10 - A lot!

How important is strengthening teachers' collaboration to you in your current position?

0 - Not Important 10 - Very Important
What is your disposition as a learner today?

0 - This better be good! 10 - I am a sponge

Find clock partners for 12:00, 3:00, 6:00 and 9:00.
Record their names on the back of your handout.
You will connect with them throughout the day.

Where does collective efficacy exist?

USA Flight 1549
The Bridge Incident
Mount Everest

What do these stories have in common?
- difficult challenge
- setting the bar high – no one left behind
- relied on their training/practice
- high expectations of themselves and others
- confidence/belief in the team – capable/dependable
- strong conviction that they could succeed despite all other circumstances
- positive interdependence
Examples in Business: Google Study

- On this team, it’s okay to take risks.
- The goals and roles are clear.
- The work is something that is important to each of us.
- We have confidence in each other’s work.
- We believe we can have an impact.

Collective Teacher Efficacy is the belief that:

- through their collective action, teachers can positively influence student outcomes, including those who are disengaged, unmotivated, and/or disadvantaged (Donohoo, 2017).
- teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities (Tschannen-Moran & Barr, 2004).

Examples in Education

Criteria:

- incremental increase in the success rate for students enrolled in applied English over 5 years (2008-2012);
- schools maintained a success rate greater than 70% for students enrolled in applied English for at least 3 years (including 2012).
Examples in Education

Centennial CV, Upper Grand District School Board
FTE Students, Applied English

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial Average</td>
<td>62%</td>
<td>62%</td>
<td>60%</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>School</td>
<td>76%</td>
<td>81%</td>
<td>83%</td>
<td>75%</td>
<td>72%</td>
</tr>
</tbody>
</table>

I think we've done a very good job at figuring out for some students success means we need to change. We need to offer something slightly different or drastically different to work for them and because we can accommodate that. We know, this way success happens for a lot of students that it normally wouldn't.

They [the staff] are united to make students successful.

Examples in Education

Port Colborne District, School Board of Niagara
FTE Students, Applied English

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>School</td>
<td>50%</td>
<td>59%</td>
<td>70%</td>
<td>70%</td>
<td>74%</td>
</tr>
</tbody>
</table>

There’s you know, you didn’t quite get it, go back and try it again or do it this way - that constant exchange and dialogue between, and genuine and sincere dialogue, between the staff and the students. The goal is for mastery learning and to help the students achieve the highest level that they can possibly, that really is obvious I think here.

We stopped telling ourselves stories and began examining our practice. Seriously examining our strategies and making the changes that were necessary.
Examples in Education

What did the schools have in common?

- A sense of collective efficacy (like Sully – Navarro – Mount Everest);
- Use of effective feedback;
- Varied and multiple opportunities for students to demonstrate learning and attain mastery;
- High expectations;
- Culture of caring and community.

Collective Teacher Efficacy is the belief that:

- teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities (Tschannen-Moran & Barr, 2004);
- through their collective action, teachers can positively influence student outcomes, including those who are disengaged, unmotivated, and/or disadvantaged (Donohoo, 2017).

Collective Efficacy

Collective teacher efficacy - the perceptions of teachers in a school that their efforts as a whole will have a positive effect on students.

Perceptions vary greatly among schools. Some staffs believe that through their collaborative efforts they can help students achieve in measurable ways, while others feel that they can do very little to impact student results.

Find your 12:00 clock partner.

Examples in Education

How does the narrative at Centennial CV and Port Colborne compare to the narrative at your own school/district?
Collective Efficacy

Together, write a definition of collective teacher efficacy in your own words.

What Matters Most in Raising Student Achievement?


What Matters Most in Raising Student Achievement?


What Matters Most in Raising Student Achievement?


It’s a Reciprocal Relationship

It’s a Reciprocal Relationship

Collective Efficacy Beliefs enhances Student Achievement strengthens

Among the types of thought that affect action, none is more central or pervasive than people’s judgments of their capabilities to deal effectively with different realities.


Why Does Collective Efficacy Matter?
This is what the research tells us about some positive consequences associated with collective teacher efficacy.

What resonates with you and why?
Handout Page #2

Thank your partner and head back to your seat.

The Consequences of CTE
BELIEFS-ATTITUDES

- Teachers hold high expectations
- Greater commitment to the teaching profession
- Greater job satisfaction
- View ability as an acquired skill
- More positive attitudes toward inclusion
- More positive attitudes toward professional learning

The Consequences of CTE
ACTIONS/BEHAVIORS

- Encourage family and community involvement
- Develop more mastery experiences for their students
- Less likely to exclude students from class
- Increase time on task
- Set more challenging goals for student
- Increase student motivation and engagement
Teachers design more mastery experiences for students.

Mastery Experiences

 Increases in efficacy for students

The BIGGEST Consequence

Where efficacy is present teachers raise students’ expectations of themselves by convincing them that they can do well in school (1.33).

By Contrast

- Students who are taught by teachers with a low sense of self-efficacy have lowered performance expectations.
- Students who are struggling academically will continue to experience difficulty if they receive instruction from teachers who have a weakened sense of efficacy.
- When teachers lack efficacy beliefs, they weaken students’ sense of efficacy.

Collective Teacher Efficacy

... is a function of both past experiences and environmental factors.

CE = f \([\{ME, VE, SP, as\} + \{JW, TL, GC, SB\}]\)
When teams experience success and attribute their success to causes within their control, collective efficacy increases and teams come to expect that effective performances will repeat.

**Mastery Experiences**

When school staffs see others who are faced with similar opportunities and challenges perform well, expectations are generated that they too can overcome obstacles.

**Vicarious Experiences**

When groups of teachers are persuaded by credible and trustworthy educators to innovate and overcome challenges, efficacy increases. The more believable the source of the information, the more likely are efficacy expectations to change.

**Social Persuasion**

Feelings of excitement or anxiety associated with an individual’s perceptions of his or her capability or incompetence. Tschannen-Moran refers to it as “the emotional tone of the organization.”

**Affective States**

Efficacy is a function of past experiences including:

- **ME** = Mastery Experiences
- **VE** = Vicarious Experiences
- **SP** = Social Persuasion
- **as** = Affective States

CE = f (ME, VE, SP, as)

Find your 3:00 clock partner.
Determine:
Mastery Experiences
Vicarious Experiences
Social Persuasion
Affective States

CE = f (JW, TL, GC, SB)
Efficacy is also a function of current contextual factors including:
JW = Joint Work
TL = Teacher Leadership
GC = Goal Consensus
SB = Sense of Belonging

Joint Work – Teachers
- collective action and interdependence
- each other’s contributions are required in order to succeed in independent work
- deliberate over difficult and recurring problems of teaching and learning
- develop common understandings of effective practices

Teacher Leadership
There is a clear and strong relationship between collective efficacy and the extent of teacher leadership in a school.

Goal Consensus
Consensus on school goals is a significant predictor of collective efficacy.

Sense of Belonging
A sense of belonging impacts collective teacher efficacy.
CE = f (JW, TL, GC, SB)

Efficacy is also a function of current contextual factors including:

JW = Joint Work
TL = Teacher Leadership
GC = Goal Consensus
SB = Sense of Belonging

Collective Teacher Efficacy

... is a function of both past experiences and environmental factors.

CE = f [(ME, VE, SP, as) + (JW, TL, GC, SB)]

Success Criteria – Check In:

✓ identify the characteristics of an efficacious team;
✓ name and describe the consequences that occur in places where collective teacher efficacy is present and where it is not;
✓ explain the four sources that shape efficacy beliefs.

Thank your partner and head back to your seat.

Four Research-Based Leadership Practices

1. Create opportunities for meaningful collaboration.
2. Empower teachers.
3. Establish goals and high expectations.
4. Help teams interpret results and provide feedback.

Jigsaw – Part One

1. In groups of 4, each person selects 1 leadership practice.
2. Silently read the material for the leadership practice you selected (4-5 minutes).
   • What do you agree with?
   • What do you argue with?
   • What assumptions are contained in the text?
   • What do you aspire to?
Leadership Practices

1. Create Opportunities for Meaningful Collaboration

Research shows that leadership has an indirect impact on student achievement through collaboration and efficacy.

Leadership ➔ Collaboration ➔ Collective Efficacy ➔ Student Achievement


Jigsaw – Continued
If your ‘expert group’ read about leadership practice #1 - create opportunities for meaningful collaboration:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?

Collaboration Focused on Instructional Improvement

Leading education experts point out that the optimum setting for teacher learning provides opportunities for inquiry, where teachers try, test, talk about and evaluate the results of learning and teaching.


Bruce and Flynn found that teachers engaging in a collaborative inquiry over a 3-year period felt empowered to make instructional decisions together and that the learning design had a “positive impact on teacher beliefs about their abilities to help students learn” (p. 704).
Creating Vicarious Experiences and Increasing Teacher’s Knowledge and Each Other’s Work

“Our common planning and then observations have made me more confident in challenging my students. When others shared what they had their students doing – in my brain I thought “My kids can’t do that” but through our work, I have seen otherwise”.

1st year teacher – Sarasota Public School

Taxonomy for Examining Collaboration

- Storytelling and Scanning
- Aid and Assistance
- Sharing
- Joint-Work


The relationship between collective efficacy and performance is maximized when there is positive interdependence amongst team members.


Strengthening the Process

- A rationale and framework for engaging in inquiry;
- A description of the conditions that are vital to ensuring collaborative inquiry reaches scale;

Wider and Deeper Adoption of Collaborative Inquiry

- Global Relevance
- Six Lynchnips
- Shared Leadership
- Guided Team Development
- Advocacy
Jigsaw – Continued
If your ‘expert group’ read about leadership practice #2 - empower teachers:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?

Leadership Practices
#2. Empower Teachers

- Provide authentic opportunities for teachers to lead school improvement.
- “Trust the process as well as the people.” (Hargreaves & Fullan, 2012).

There is a clear and strong relationship between the extent of teacher leadership in schools and collective efficacy.

Empower Teachers

Do Teachers Have Say in School Decisions? Depends Who You Ask

Key Findings
Different views of influence from the classroom and the principal’s office
- Thirty-six percent of principals report that teachers are involved in making important school decisions, while only 10 percent of teachers do.
- Almost all principals believe that teachers have little or no influence to influence what happens at school—much higher than the teachers’ 50 percent.
- Thirty-six percent of principals think that teachers were comfortable taking on responsibility for a classroom, but 10 percent of teachers reported that they serve as a classroom teacher in their schools.

Jigsaw – Continued
If your ‘expert group’ read about leadership practice 3 – establish goals and high expectations:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?
Leadership Practices
#3. Establish Goals and High Expectations

- “Optimal state of inner experience happens when our attention is invested in realistic and clear goals” (Csikszentmihalyi, 1990).
- Understanding why goal setting is important and how it works is critical to the execution of this leadership practice.

Collective Efficacy Impacts Motivational Investments
When collective efficacy is lacking:

Feedback Manipulation
- 13 triads assigned to a ‘high efficacy’ group
- 13 triads assigned to a ‘low efficacy’ group
- Set a time-goal and a finishing place-goal
- Received bogus feedback between time trials


Collective Efficacy Impacts Motivational Investments
When collective efficacy is firmly established:


Mastery Experiences: Celebrate Small Wins

Teams come to experience “small wins”, which, as Duhigg (2012) explains, “…fuel transformative changes by leveraging tiny advantages into patterns that convince people that bigger achievements are within reach” (p. 112).

Tap Into Efficacy Activating Motivational Processes

“The beauty of climbing a mountain is that you can actually see your goal.”
(interview with Stacy Allison, 2018)
Why is goal-setting important?

1. Goals direct attention to the task at hand (and away from distractions);
2. Goals mobilize effort;
3. Goals increase persistence;
4. Goals promote the development of new strategies when current ones aren’t working.

Leadership Practices

#3. Establish Goals and High Expectations

Performance Goals Versus Mastery Goals

At the student level:

Student 1’s Goal: I want to get an ‘A’ in French.
Student 2’s Goal: I want to learn the French language.

Performance Goals Versus Mastery Goals

4 Key Findings

1. Performance was highest when a specific mastery goal was stipulated.
2. Those assigned to the mastery goal orientation group, took the time necessary to acquire the knowledge and perform tasks effectively (taking the time to analyze the task-relevant information that was available to them).
3. Those assigned to the mastery goal orientation group, were convinced that they were capable of mastering the task (an increase in efficacy occurred as a result of discovering effective strategies whereas a performance goal led to a ‘mad scramble’ for solutions).
4. Those in the mastery goal group had a higher commitment to their goal than did those in the performance goal orientation group (in addition, the correlation between goal commitment and performance was significant).
Jigsaw – Continued
If your ‘expert group’ read about leadership practice 4 – help teams interpret results and provide feedback:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?

Leadership Practices
#4. Help Teams Interpret Results and Provide Feedback

They need evidence from hearing from students about their learning, their progress, their struggles, and their own efficacy to keep learning. They need evidence from student artifacts such as assignments, tests, portfolios, and their daily progress.

Know Thy Collective Impact

Four Research-Based Leadership Practices

1. Create opportunities for meaningful collaboration.
2. Empower teachers.
3. Establish goals and high expectations.
4. Help teams interpret results and provide feedback.

Success Criteria – Check In:
✓ Identify challenges and opportunities for enacting leadership practices to foster collective efficacy and strengthen professional communities.

What one thing might you put into action when you get back to your building?

Find your 6:00 clock partner.
Thank your 6:00 clock partner.

Quality implementation is the epitome of collaborative inquiry!

- Educators go outside their comfort zones, use focused, goal-driven activity to improve an area of weakness, and make changes based on feedback received.
- Theory and practice are brought together in a way that is mediated by context.
- The result is innovative and lasting change that becomes accepted practice and produces positive outcomes.

Collaborative Inquiry: What It Is & What It Is Not

How are the descriptions similar and/or different from your own understanding/experiences?


<table>
<thead>
<tr>
<th>What it is</th>
<th>What it is not</th>
</tr>
</thead>
<tbody>
<tr>
<td>A high-quality professional learning design</td>
<td>Experimental research design</td>
</tr>
<tr>
<td>A cyclical and iterative process for improving student learning and teaching practices</td>
<td>Linear or lock step, a checklist of actions</td>
</tr>
<tr>
<td>Steered in a direction determined by participants</td>
<td>Directed by outside experts</td>
</tr>
<tr>
<td>Facilitated from within—members of the team</td>
<td>Facilitated by outside experts</td>
</tr>
</tbody>
</table>


Collaborative Inquiry: Is and Is Not

What it is | What it is not
--- | ---
Gathering a variety of evidence—collectively examined at multiple points (not excluding pretest and posttest data) | Pretest/posttest data—examined at the beginning and end of the semester or at the beginning and end of the school year
A mindset, a way of thinking, a belief that what we do matters and that we need to evaluate the effects of our actions on student learning and achievement | A mindset, a way of thinking, a belief that no matter what we do, we cannot reach all students, having no appreciation for self-assessment
Risky, rewarding, empowering | Risk-free or unhelpful
Sometimes a muddy process | A clearly laid out path

Teacher Inquiry is impactful when...

Adaptive nature of the work becomes more apparent and discrepancies between theories-in-use and espoused theories become known and acknowledged. As a result of the joint-work, attributions shift, collective efficacy is enhanced, professional capital increases.

Evidence is collectively examined at multiple times so that the team can use it to inform their next move, responding to student needs in a timely and evidence-informed way.

The focus is needs-based and the team’s engagement is based on an authentic desire to gain deeper and common understandings in order to support student learning.

It results in changes in practice that are refined over time.

Pitfalls of Collaboration

There are a number of pitfalls that can occur when educators come together to collaborate.

Facilitator Skills and Approaches

Read each item on the chart.
Place a + next to each strength.
Place a △ next to the items you feel are an area for growth.

Handout Page #14

Find your 9:00 clock partner.

Thank your 9:00 clock partner.

Your questions from earlier....
Group Size and Make Up

- 5-6 maximum
- same discipline (stick with the inquiry long enough to really dig into cognitive and meta-cognitive student learning needs—which are valued differently in each discipline).

Student Learning Needs

Instructional/Responsive

Students need wait time and effective questions to prompt their thinking.

Students need opportunities for their voices to be heard.

Behavioural

Students need to honour due dates.

Students need to know when to get off their devices.

Awareness of Self-As-Learner

Recognize breakdown in understanding

Determine what to do when they get stuck

Know where they are in relation to the target

Well Being (Moods – Feelings – Attitudes)

Feel Safe & Accepted

Self-Confidence

Intrinsic Motivation

Process of Acquiring

Understanding/Knowledge

Infer – Make Connections – Evaluate

Problem-solving skills in mathematics

Identify Main Point

Enabling Conditions

To what degree do you feel the enabling conditions are in place in your school/district?

Scoring

Overall Score – sum of the scores for all 18 items divided by 18.

Advanced Teacher Influence: Sum of items 1, 5 and 15 _____ /3

Goal Consensus: Sum of items 2, 7 and 18 _____ /3

Teachers' Knowledge/Work: Sum of items 6, 13 and 17 _____ /3

Cohesive Staff: Sum of items 4, 8 and 11 _____ /3

Responsiveness of Leadership: Sum of items 3, 9 and 14 _____ /3

Effective Systems of Intervention: Sum of items 10, 12 and 16 _____ /3

Be the Change Agent – Change the Narrative

- Low Expectations to High Expectations
- Fixed Mindset to a Growth Mindset
- From Teaching to Learning
- Valuing Collaboration as Opposed to Isolation
- Attributions – Internal rather than External
- “We” Rather Than “I” and “Us” versus “Them”
- Time tables/schedules to progress and impact
In Closing

Emihovich and Battaglia (2000) noted that the creativity and knowledge to begin this work is not lacking and that much of the work has already been initiated. What they suggest is lacking however, is “the energy, discipline, and patience to study what is involved in the transformation and the courage to test our capacity for commitment to sustain such change.”

Contact Me –

➢ jenni.Donohoo@praxis-engage.com

Additional Recommended Resources

BUILDING and CONNECTING Learning Communities

inquiry