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Minds On

Know – Wonder – Learned

What do you know about collective efficacy? What do you wonder about collective efficacy?

Collective Efficacy: Powerful in Every Domain

Confidence Level = Achievement

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

What Google Learned From Its Quest to Build the Perfect Team

Talk
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 (Tschanne-Moran & Barr, 2004).

What Matters Most in Raising Student Achievement?

Influences on Achievement

<table>
<thead>
<tr>
<th>Factor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Teacher Efficacy</td>
<td>1</td>
</tr>
<tr>
<td>Student Expectations</td>
<td>2</td>
</tr>
<tr>
<td>Teacher-Student Relationships</td>
<td>3</td>
</tr>
<tr>
<td>Prior Achievement</td>
<td>4</td>
</tr>
<tr>
<td>Socio Economic Status</td>
<td>5</td>
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<tr>
<td>Home Environment</td>
<td>6</td>
</tr>
<tr>
<td>Concentration/Persistence/Engagement</td>
<td>7</td>
</tr>
<tr>
<td>Homework</td>
<td>8</td>
</tr>
</tbody>
</table>
**Factor** | **Effect Size**
--- | ---
Collective Teacher Efficacy | 1.57
Student Expectations | 1.33
Teacher-Student Relationships | 0.72
Prior Achievement | 0.65
Socio-Economic Status | 0.52
Home Environment | 0.52
Concentration/Persistence/Engagement | 0.48
Homework | 0.29

---

**What Matters Most in Raising Student Achievement?**

- More than 2 times
- More than 3 times

---

**It’s a Reciprocal Relationship**

- Collective Efficacy Beliefs
- Student Achievement

- Enhances
- Strengthens

---

**Collective Teacher Efficacy**

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

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

---

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

Efficacy is a function of past experiences including:

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

---

**Mastery Experiences**

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.
What comes first?

- Student learning increases
- Professional learning takes place
- Educators change their beliefs
- Educators try something new in their classroom

Vicarious 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.

Social Persuasion

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.

Affective States

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.”

**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.

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 and some negative consequences that occur when efficacy is lacking.

What resonates with you and why?
The Consequences of CTE Actions/Behaviors

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

Collective Teacher Efficacy

Student Visible Learning Expectations
- Responsive Instruction
- Feedback
- Metacognitive Strategies

What Matters Most in Raising Student Achievement?

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.

Why Does Collective Efficacy Matter?

Considering the research regarding the consequences associated with collective teacher efficacy, what resonated with you and why?

Educators’ beliefs affect thought patterns and behaviors in ways that either support or hinder quality implementation.
Implementation of Evidence-Based Practices in Health Care

- Reports demonstrate that evidence-based practices take an average of 17 years to be incorporated into routine general practice in health care;
- Less than 50% get incorporated at all.

Why does quality implementation fail in the health care system?

- There is no problem with the way we currently do things;
- Health care professionals were not trained in certain areas - "I was not trained for this and it is not in my purview";
- Not enough time to address issues;
- Not aware of the strength of the evidence;
- Philosophically disagree with the merit of the intervention.

Three ways in which beliefs affect behavior that supports or hinders implementation of change initiatives in schools.

1. Efficacy impacts how teams perceive constraints and opportunities afforded in their unique school environments.
2. Collective efficacy impacts motivational investments.

Consider the three ways in which efficacy beliefs support or hinder school improvement.

Make connections to your own experience.

Think about the implications for you in your role as an educator.

Teams’ Perceptions of Constraints and Opportunities

When collective efficacy is firmly established:

- Schools in economically disadvantaged neighborhoods.
- Random sample (over 2 year period)
- Schools which failed to meet the minimum standard
- Schools which excelled in all areas
- The collective efficacy of teachers from the schools who excelled was significantly higher than that of teachers from unacceptable campuses.

How Many Studies Would It Take to Convince Skeptics?


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How Many Studies Would It Take to Convince Skeptics?


Teams’ Perceptions of Constraints and Opportunities

When efficacy is lacking:

- Modified program in self-contained classroom
- Goals: effective communication and self-advocacy
- Integration – benefits (art, physical education, music)
- Resistance
- "What ever we’re going to do, isn’t going to matter."


When collective efficacy is firmly established:

Collective Efficacy Impacts Motivational Investments

- Teams show a significant reduction in the goals they set and this impacts motivation.
- Teams show greater motivational investments – this is activated via goal setting.
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 Beliefs Shape Experiences

**Pygmalion Effect**

- Teachers' beliefs about their students' ability to perform at high levels
- Influnce
- Teachers' productive teaching behaviors toward their students
- Impact

- Students' positive beliefs about their own ability
- Cause
- Students' actions toward their teachers
- Reinforce

By Contrast

A self-fulfilling prophecy also occurs when teachers hold *low expectations* toward students. Low expectations lead to decreased performance.

When considering the three ways in which efficacy beliefs support or hinder school improvement:

What connections do you make to your own experience?
What are the implications for you in your role as an educator?

1. Efficacy impacts how teams perceive constraints and opportunities afforded in their unique school environments.
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Success Criteria:
Fostering Collective Efficacy

- Attend to the enabling conditions (this afternoon).
- Professional learning (tomorrow morning).
- Enact research-based leadership practices (tomorrow afternoon).

Enabling Conditions

- Advanced Teacher Influence
- Goal Consensus
- Teachers' Knowledge About One Another’s Work
- Cohesive Staff
- Responsiveness of Leadership
- Effective Systems of Intervention

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.