Fostering Collective Efficacy

1. Attend to the enabling conditions (yesterday’s session).
2. Enact research-based leadership practices (today’s session).

While keeping in mind what we know about the sources of efficacy and how it’s activated through motivational processes.

Success Criteria for This Afternoon’s Session:

- List four research-based leadership practices for fostering collective teacher efficacy;
- Use a taxonomy to examine teacher collaboration;
- Propose ways to meaningfully involve teachers in school improvement;
- Describe the conditions, processes, and consequences of goal setting;
- Determine a structure for helping teams interpret results;
- Develop a theory of action for fostering collective efficacy in schools/districts.

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).
3. After reading, find others who have read the same information and wait for the next set of instructions.

Jigsaw – Part Two

In your ‘expert group’ together:

1. Agree – Argue – Assumptions – Aspire to?
2. Be prepared to share with others in your ‘home group’.

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.
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?

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

Joint Work – Positive Interdependence

Positive Interdependence

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


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**Empower Teachers**

1. Teacher initiated shared decision making
2. Teacher controlled and informed action
3. Administrator initiated shared decision making with teachers
4. Administrator initiated and then consulted
5. Teacher initiated shared and then assigned
6. Administrator initiated and then assigned

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**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).

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**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?

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**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.

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**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?
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.


Tap Into Efficacy Activating Motivational Processes

“The beauty of climbing a mountain is that you can actually see your goal.”

(interview with Stacey Allison, 2018)

Leadership Practices
#3. Establish Goals and High Expectations

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).

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.
Leadership Practices

#4. Help Teams Interpret Results and Provide Feedback

- What was the impact when we did x?
- How did x effect the students in my classroom?
- Did we get a year’s growth for a year’s input?
- Did the students gain the essential understandings and skills?
- How do we know?
- How can we use evidence of student learning to improve classroom instruction?

RESULTS FROM JOINT WORK

IMPROVEMENT IN STUDENT OUTCOMES

NO IMPROVEMENT IN STUDENT OUTCOMES

NO UNDERSTANDING OF HOW WHY RESULTS WERE ACHIEVED

CLEAR UNDERSTANDING OF HOW WHY RESULTS WERE ACHIEVED

PATH 1

PATH 2

PATH 3

PATH 4

WA$T IT$ LUCK OR DID THE CHANGE IN PRACTICE MAKE A DIFFERENCE?

DID OUTCOMES IMPROVE FOR ALL?

WHAT DO OTHERS NEED TO KNOW?

WHAT GOT IN THE WAY?

SEPARATE PERSON/PRACTICE

WHAT DID YOU LEARN?

WHAT DO OTHERS NEED TO KNOW?

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 – Debrief

Previous research has shown the positive effect of cooperative learning methods, including “jigsaw classrooms” on various outcomes (e.g., the liking of school, self-esteem, and reduction of prejudices).

Can teenagers’ self-efficacy be improved in a short time?

Results indicated that students’ self-efficacy increased after the four sessions, but only in the jigsaw group.

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

- Positive interdependence
- Individual and group accountability
- Interpersonal and small group skills
- Face-to-face promotive interaction
- Group processing


What does fostering collective efficacy look like at your school/district?

**Action Plan**

- What are your actionable steps?
- What is your timeline?
- What evidence do you need to consider?
- What is a commitment you will make moving forward?

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