

**Success Criteria:**

- ❖ identify the characteristics of an efficacious team/leader;
- ❖ explain the effect size research and identify where different influences rank in relation to collective efficacy;
- ❖ name 4 sources of collective efficacy (based on team's past experiences);
- ❖ identify contextual factors that shape efficacy expectations in schools;
- ❖ name and describe the consequences that occur in places where collective teacher efficacy is present and where it is not.



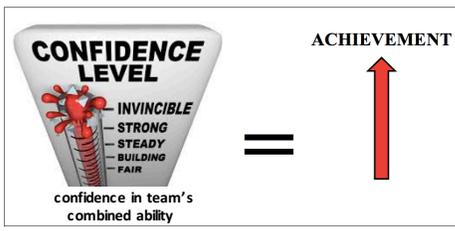
**Minds On**

Know – Wonder – Learned

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



**Collective Efficacy: Powerful in Every Domain**



The diagram illustrates the relationship between confidence and achievement. On the left, a funnel labeled 'CONFIDENCE LEVEL' contains five levels: INVINCIBLE, STRONG, STEADY, BUILDING, and FAIR. Below the funnel is the text 'confidence in team's combined ability'. This is followed by an equals sign and an upward-pointing red arrow labeled '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



The New York Times Magazine

THE WORK ISSUE: REMAINING THE OFFICE

01 How to Build a Perfect Team    02 The War on Meetings    03 The Case for Blind Hiring    04 Failure to Lunch

**Examples in Business**

**What Google Learned From Its Quest to Build the Perfect Team**

New research reveals surprising truths about why some work groups thrive and others falter.

By CHARLES DUHIGG  
FEB. 25, 2016



**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.

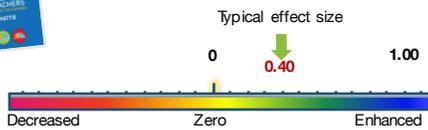


**Collective Teacher Efficacy is the belief that:**

- ❖ 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).

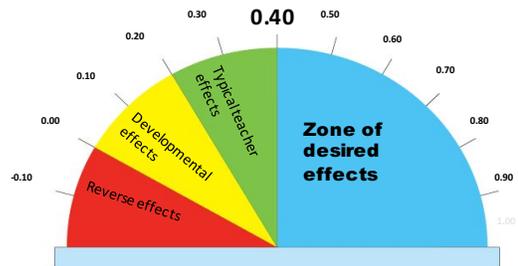


**What Matters Most in Raising Student Achievement?**

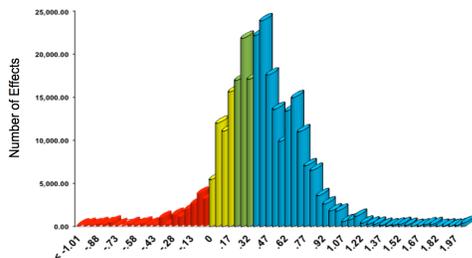


Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge. New York, NY.

**Influences on Achievement**



**Distribution of Effects**



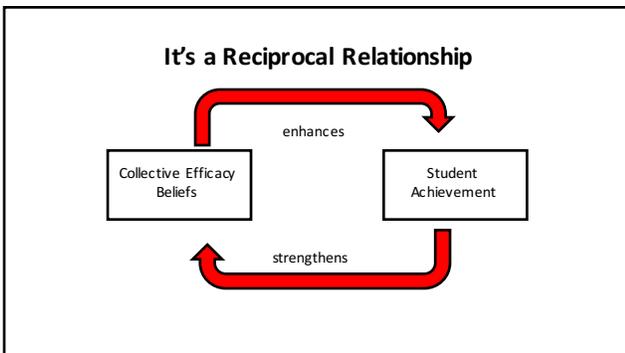
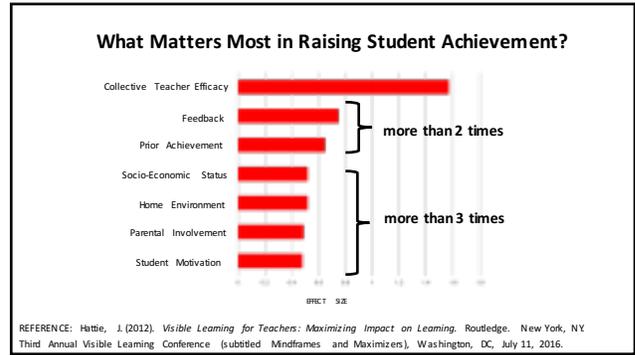
| Factor                               | Rank |
|--------------------------------------|------|
| Collective Teacher Efficacy          | 1    |
| Student Expectations                 | 2    |
| Teacher-Student Relationships        | 3    |
| Prior Achievement                    | 4    |
| Socio Economic Status                | 5    |
| Home Environment                     | 6    |
| Concentration/Persistence/Engagement | 7    |
| Homework                             | 8    |

Donohoo, J., Hattie, J., & Eells, R. (2018). The Power of Collective Efficacy. *Educational Leadership*, 75(6), 41-44. [ASCD Review](#)



| 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        |

Donohoo, J., Hattie, J., & Eells, R. (2018). The Power of Collective Efficacy. *Educational Leadership*, 75(6), 41-44. [ASCD Review](#)

### 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



Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teacher College Record*, 91(4), 509-536.

**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.



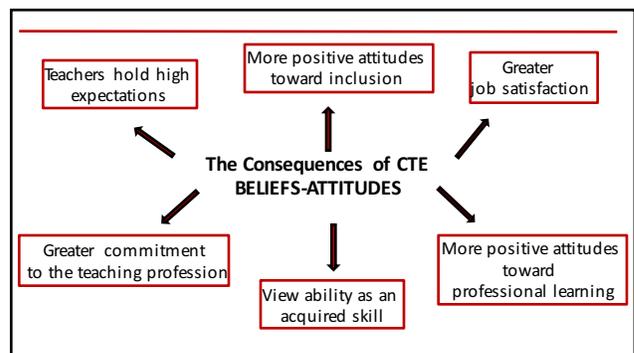
Among the types of thought that affect action, none is more central or pervasive than people's judgments of their capabilities to deal effectively with different realities.

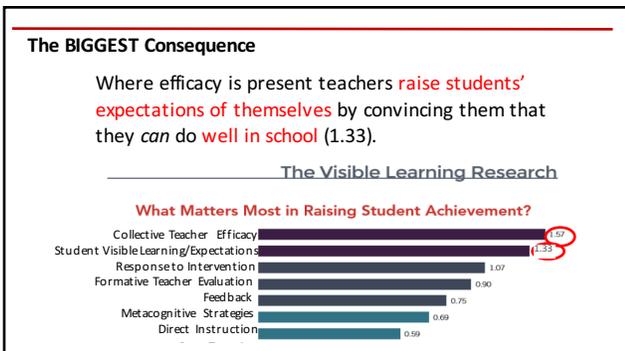
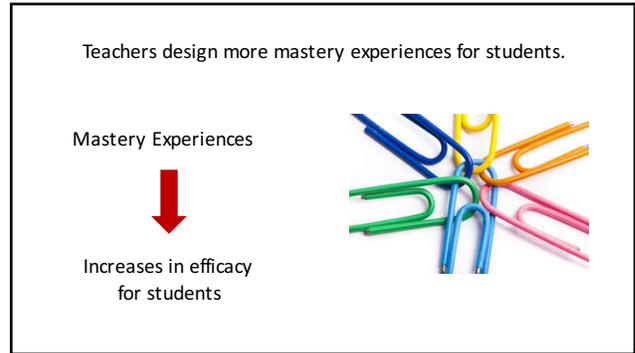
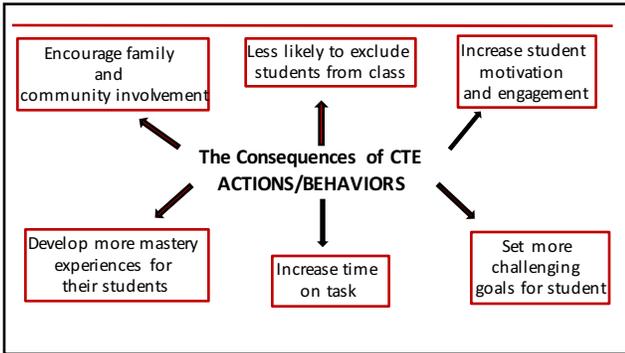
Reference: Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Englewood Cliffs, NJ.

**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?





**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.

**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.

Donohoo, J. & Katz, S. (2018). *Achieving Quality Implementation: The Role of Collective Efficacy*. Corwin, Thousand Oaks, CA. - in press.

**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.



Balas, EA, & Boren SA. (2000) Managing clinical knowledge for health care improvement. *Yearbook of Medical Informatics*. Schattauer, p. 65-70.

**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.
3. Collective efficacy beliefs shape experiences (self-fulfilling prophecies).

Donohoo, J. & Katz, S. (2018). *Achieving Quality Implementation: The Role of Collective Efficacy*, Corwin, Thousand Oaks, CA. - in press.

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.



Efficacy lacking



Teams anticipate the futility of their efforts and produce little change.



Efficacy present



Teams find ways to exercise control.

Donohoo, J. & Katz, S. (2018). *Achieving Quality Implementation: The Role of Collective Efficacy*, Corwin, Thousand Oaks, CA. - in press.

**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.

Sandoval, J, Chaloo, L., & Kupczynski, L. (2011). The relationship between teachers' collective efficacy and student achievement at economically disadvantaged middle school campuses. *I-managers Journal of Educational Psychology*, 5(1), 9-23.



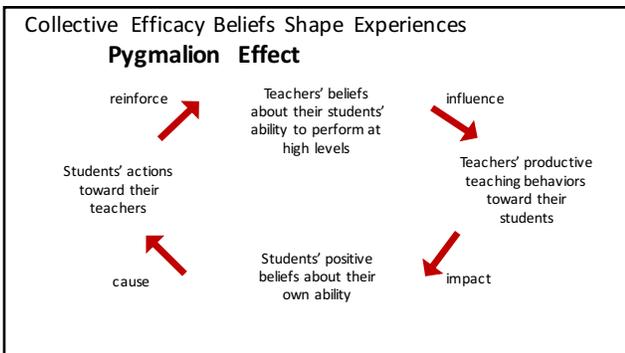
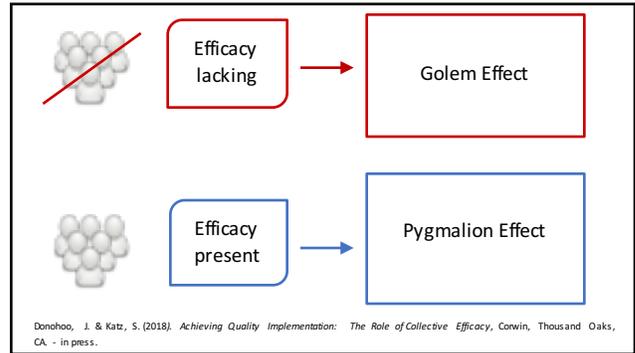
**Collective Efficacy Impacts Motivational Investments**  
 When collective efficacy is lacking:

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



Greenlees, I., Graydon, J., & Maynard, I. (2000). The impact of individual efficacy beliefs on group goal selection and group goal commitment. *Journal of Sports Sciences*, 18, 451-459.



**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.
2. Collective efficacy impacts motivational investments.
3. Collective efficacy beliefs shape experiences (self-fulfilling prophecies).



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### 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



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### 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.

