Fostering Collective Efficacy

1. Attend to the enabling conditions (today's session).

2. Enact research-based leadership practices (tomorrow's afternoon 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, describe, and reflect on the degree to which efficacy enabling conditions are in place in your school/district;

❖ determine a plan for strengthening 1-2 enabling conditions.

talk

Enabling Conditions

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

Advanced Teacher Influence

❖ Teachers are entrusted to make important decisions on school-wide issues.

❖ Teachers are provided authentic leadership opportunities.

❖ Teachers have a voice in matters related to school improvement

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Goal Consensus

❖ Improvement goals are established and understood by all faculty.

❖ There is consensus on school goals amongst faculty.

❖ Teachers actively participate in setting school-wide improvement goals.

Teachers' Knowledge about Each Other's Work

❖ I know about the classroom management strategies my colleagues use in their classrooms.

❖ I know about the feedback my colleagues provide to students.

❖ I am aware of the teaching practices used by others on staff.

Cohesive Staff

❖ The faculty holds shared beliefs about effective instructional approaches.

❖ The faculty agrees about what constitutes effective classroom instruction.

❖ The faculty agrees about assessment strategies that are the most effective.

Responsiveness of Leadership

❖ Administrators help us carry out our duties effectively.

❖ The leaders show concern for the faculty.

❖ The leaders protect the faculty from issues that detract us from focusing on learning and teaching.

Effective Systems of Intervention

❖ There is a system in place to ensure high levels of success for all students.

❖ There are systems in place for tracking and monitoring at-risk students.

❖ Students meet with success because of interventions that are in place.

Enabling Conditions

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

Enabling Conditions

What are your areas of strength?
Why do you think this is so?

Enabling Conditions

Partner A:
Share your thoughts about an area in which you need to grow.

Partner B:
Listening – asking first clarifying questions followed by probing questions – resist offering advice.

Slide 1

Clarifying Questions	Probing Questions
❖ Clarifying questions are for the person asking them.	❖ Probing questions are for the person answering them.
❖ They ask the presenter "who, what, where, when, and how" (not 'why' questions).	❖ They ask the presenter "why" (among other things), and are open-ended.
❖ They can be answered quickly and succinctly, often with a phrase or two.	❖ They take longer to answer, and often require deep thought on the part of the presenter before s/he speaks.

Slide 2

Probing Questions

Examples of Probing Questions:
- Why do you think this is the case?
- What do you think would happen if...?
- What sort of impact do you think...?
- How will/did you decide...?
- How will/did you determine...?
- What is the connection between... and...?
- What if the opposite were true? Then what?

Slide 3

Enabling Conditions

Partner B:
Share your thoughts about an area in which you need to grow.

Partner A:
Listening – asking first clarifying questions followed by probing questions – resist offering advice.

talk

Slide 4

Probing Questions

Examples of Probing Questions:
- Why do you think this is the case?
- What do you think would happen if...?
- What sort of impact do you think...?
- How will/did you decide...?
- How will/did you determine...?
- What is the connection between... and...?
- What if the opposite were true? Then what?

Slide 5

Enabling Conditions

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

Slide 6

Advanced Teacher Influence

Small Steps: Change agents can identify areas that might be considered for school improvement (e.g. school environment, delivery of curriculum, professional learning, collective efficacy, parental involvement, etc.) and begin to advocate for meaningful involvement from all stakeholders.

Who are the stakeholders?
How can they be afforded greater influence over important decisions?

Goal Consensus

Small Steps: Leaders can help build collective efficacy by communicating a strong belief in the capacity of the staff to improve the quality of teaching and learning and attain appropriately challenging goals throughout the goal setting process.

Acknowledge joint accomplishments.

What small wins have resulted from team work?

Teachers' Knowledge about Each Other's Work

Small Steps: Change agents can set up opportunities for teachers to learn more about each other's work.

Peer observation, videotaping instruction, teacher moderation, lesson study, developing common assessments, and the sharing teaching practices and student work are all ways in which teachers collaboratively learn and gain knowledge about their own and each other's practice.

What opportunities are there for teachers to learn collaboratively?

Cohesive Staff

Small Steps: Change agents build cohesion by speaking in terms of the team and encouraging individual teachers to think like a team. In addition to encouraging teachers to interact with each other whenever possible, clarify each teacher's role in achieving a common purpose as part of the larger team.

In what ways are teachers interdependent on one another?

What are some opportunities to increase interdependence?

Responsiveness of Leadership

Small Steps: Responsiveness requires awareness of situations – the details and undercurrents in the school.

Is anything preventing the team from carrying out their duties effectively?

If so, how can change agents respond to the situation in a way in which the team will feel supported?

Effective Systems of Intervention

Small Steps: Change agents can strike up a task force to learn more about effective systems of intervention.

The task: Evaluate aspects of intervention plans and determine which aspects might be transferable to their school environment.

Collective efficacy is built through vicarious experiences.

Success Criteria for This Afternoon's Session:

✓ list, describe, and reflect on the degree to which efficacy enabling conditions are in place in your school/district;

✓ determine a plan for strengthening 1-2 enabling conditions.

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

praxis

In Conclusion

"Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny."

— Mahatma Gandhi