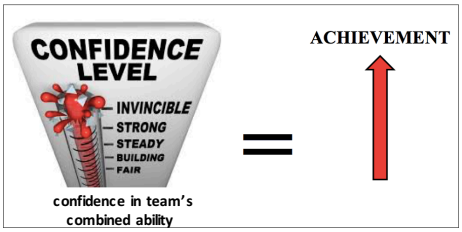
Success Criteria:

- list the qualities of high-quality professional learning;
- know ways to impact the effectiveness of collaborative teams through the use of focused structures and protocols;
- articulate the difference between a technical and an adaptive challenge.

Collective Efficacy: Powerful in Every Domain

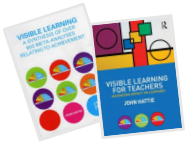


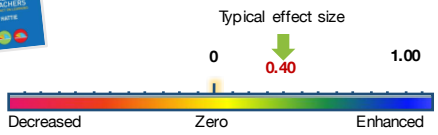
confidence in team's combined ability

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.

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

What Matters Most in Raising Student Achievement?

REFERENCE: Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning.* Routledge. New York, NY. Third Annual Visible Learning Conference (subtitled Mindframes and Maximizers), Washington, DC, July 11, 2016.

Minds On

Know – Wonder – Learned

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

talk

Teachers' Perceptions of Professional Development

- A history of interpersonal conflict with other teachers;
- A historical belief that professional development is impractical;
- A feeling of being overwhelmed by tasks they need to complete as teachers;
- Resentment about top-down decision-making in their schools;
- Anxiety about changes taking place in their schools.

Reference: Knight, J. University of Kansas Centre for Research on Learning

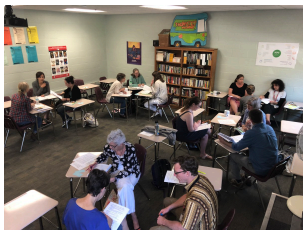
> Collective efficacy is increased through collaborative learning structures. Leithwood and Jantzi (2008) suggested that efficacy building is closely associated with building collaborative cultures and the structures which encourage collaboration.

Protocols

- **Guidelines** for a conversation
- **Conversation not in the habit of having**
- **Build** the **skills** and **culture** for collaboration
- **Build trust** by doing work together

- Structures for moving **collaborative groups** from storytelling to **joint-work**.
- Structures for moving ideas generated from discussions (including 1:1) into action.
- Structures to increase positive interdependence.

Microlab Protocol



Microlab Protocol Round 1

- Describe a time when you were part of a learning community. What made it so?
- What were its characteristics? What made it satisfying and productive?

Microlab Protocol Round 2

- Think about a professional relationship that you value.
- What is it about the relationship that makes it important to you?

Microlab Protocol Round 3

- In terms of your practice, what is the one thing you won't compromise?
- What will you go to the wall for?

Microlab Protocol Debriefing

Content:

- What did you **hear** that was **significant**?
- What **key ideas** or insights were shared?

Process:

- What **worked well**, and what was **difficult**? Why?
- What would you want to **keep in mind** as someone **facilitating** this activity?
- Having now done the microlab, what is the **value of protocols** (in general)?

Qualities and Characteristics of High Quality Professional Learning

- On-going
- Reinforces meaningful collaboration
- Grounded in educator's practice
- Involves reflection based on evidence of student outcomes
- Increases teacher influence
- Builds capacity for leadership
- Taps into sources of efficacy

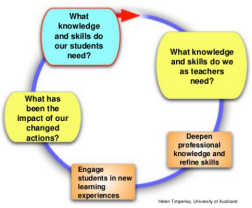
Donohoo, J. (2017). *Collective Efficacy: How Educators' Beliefs Impact Student Learning.* Thousand Oaks, CA. Corwin Press.

> Bruce and Flynn (2013) 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"

> Tschannen-Moran and Barr (2004) suggested that teacher collaboration might influence efficacy beliefs by creating a climate that legitimizes instructional experimentation, help seeking, and joint problem solving. When educators collaborate and develop solutions to address their problems of practice, efficacy increases.

Collaboration Focused on Instructional Improvement

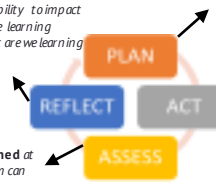
Teacher inquiry and knowledge-building cycle to promote valued student outcomes



Helen Timperley, University of Auckland

Collaborative Inquiry: A Four Stage Process

Is what **we thought** *'playing out' the way we thought it would in* **practice**? *In what ways do* **our actions impact student outcomes**? *What* **beliefs** *do we hold about our ability to impact student outcomes? What are we learning about* **student learning**? *What are we learning about* **educator learning**?



Teams identify a **needs-based** *focus. The team's engagement is based on an* **authentic** *desire to gain* **deeper and common understandings** *in order to support student learning. The team asks a* **question** *they are* **genuinely curious** *about. The team considers promising approaches based on* **evidence-based practices** *and develop a* **plan** *(based on their* **theory** *about how to best* **move forward**.

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.*

Teams implement **changes in practice.** *While doing so, the team continues to identify* **educator learning needs**. *In addition, the team* **collects evidence** *in order to further inform their plan.*

Collaborative Inquiry

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.

Collaborative Inquiry: What It Is & What It Is Not

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

Donohoo, J., & Velasco, M. (2016). *The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms.* Corwin Press, Thousand Oaks, CA.

Collaborative Inquiry: Is and Is Not

What it is	What it is not
• A high quality professional learning design	• Experimental research design
• A cyclical and iterative process for improving student learning and teaching practices	• Linear or lockstep, a checklist of actions
• Steered in a direction determined by participants	• Directed by outside experts
• Facilitated from within—by members of the team	• Facilitated by outside experts

Donohoo, J., & Velasco, M. (2016). *The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms.* Corwin Press, Thousand Oaks, CA.

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

Donohoo, J., & Velasco, M. (2016). *The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms.* Corwin Press, Thousand Oaks, CA.

Collaborative Inquiry: Is and Is Not

What it is	What it is not
• Risky, rewarding, empowering	• Risk-free nor unhelpful
• Sometimes a "muddy" process	• A clearly laid out path

Donohoo, J., & Velasco, M. (2016). *The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms.* Corwin Press, Thousand Oaks, CA.

Collaborative Inquiry

"Our concern is that collaborative inquiry will be abandoned, like many other impactful reform approaches that were poorly understood and inadequately supported."

Donohoo, J., & Velasco, M. (2016). *The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms.* Corwin Press, Thousand Oaks, CA.

Collaborative Professionalism

This is ONE GIANT LEAP

Collaborative Structures & Processes

Collective Efficacy & Increased Student Results

Thinking about it…

Consistent and effective practice

Call to Action

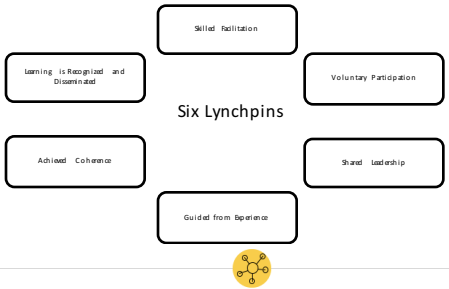
Collaborative inquiry fosters collective efficacy

- Mastery experiences
- Vicarious experiences
- Goal setting and monitoring
- Attributions shift
- Know thy 'collective impact' – use of evidence

Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools, 3*(3), 189-209.

Gallimore, Ermeling, Saunders, and Goldenberg (2009) provided evidence that the inquiry process helped to bring about changes in attributions. Teacher attributions shifted from external causes toward specific, teacher-implemented instructional actions as explanations for achievement gains.

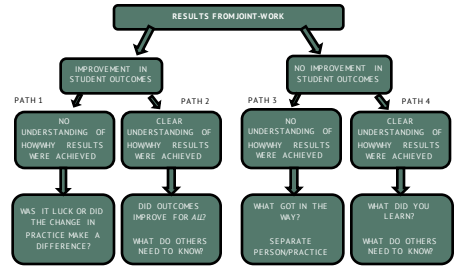
Wider and Deeper Adoption of Collaborative Inquiry



Observations from the Field

Moving from...	Moving toward...
Focus on regulation of behaviour	Focus on well-being, cognition, metacognition
Teachers participating	Administrator and teacher participants
Add on to school improvement	Focus of SIPSA and BIPSA
Pre-test/Post-test measures	Multiple sources of evidence
Learning the process	Embracing the process
External facilitation	Teacher facilitators
Plan-Act Plan-Act Plan-Act	**Plan-Act-Assess-Reflect**

Know Thy Collective Impact



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