



Leading Collective Efficacy



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Collective efficacy is about the overwhelming power that practitioners/special educators have to **impact change** when they share the belief in their ability to solve problems and overcome challenges.

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What are the characteristics of high impact teams?



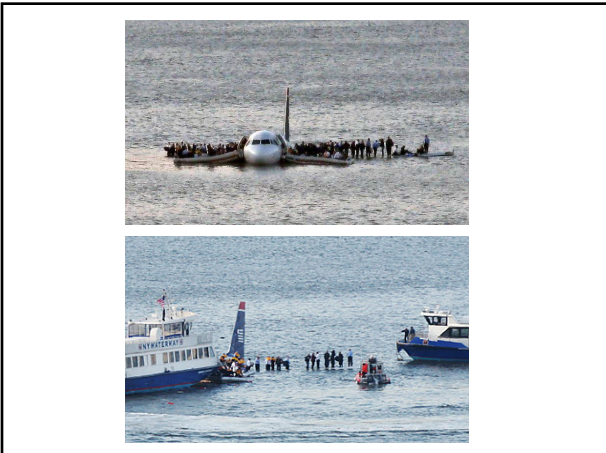
USA Flight 1549



The Bridge Incident



Mount Everest







What are the characteristics of high impact teams?



When faced with difficult challenges they:

[Red rounded rectangle for notes]

5 minutes

What are the characteristics of high impact teams?


When faced with difficult challenges they:

- stay focused
- rely on their training
- hold high expectations of themselves and others
- have confidence and trust in the team
- hold a strong conviction that they can succeed despite all other circumstances
- rely on each other in interdependent ways

Main impact of leader behaviors resides in their influence on follower beliefs and behaviors

“A leader who responds to a challenging situation in a calm and optimistic manner is more likely to positively influence followers’ confidence in their conjoint capability to solve a problem than a leader who instead demonstrates anxiety and despair.”

Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2009). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15(6), 801–823.

Why does a  school leaders' sense of efficacy matter?

School Wide Improvement

Unlikely to be adopted unless **school leaders** believe they have the **knowledge and skills to execute** them well and **support teachers** where needed.

Evidence-Based Strategies

Unlikely to be implemented in classrooms unless **teams of special educators** believe they have the **skills and capabilities** to put them into practice and the **ability to provide support to all students** where needed.

A school leader's sense of efficacy is a judgment of his or her capabilities to structure a particular course of action in order to produce desired outcomes in the school he or she leads.

Bandura, A. (1997), *Self-Efficacy: The Exercise of Control*, W.H. Freeman and Company, New York, NY.

"Principals' efficacy beliefs influence the level of effort and persistence they put forth in their daily work, as well as their resilience in the face of setbacks. It is not enough to hire and retain the most capable principals – they must also believe that they can successfully meet the challenges of the task at hand" (p. 582).

Tschannen-Moran, M., & Garris, C. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42(5), 573-585.

A school leader's sense of leadership efficacy impacts his/her actions, willingness to take risks, and the likelihood that he/she will persist when faced with setbacks or obstacles.



Positive Consequences of Principal Efficacy

Principal Efficacy → Collective Teacher Efficacy

Goddard, R., Bailes, L., Kim, M. (2020). Principal efficacy beliefs for instructional leadership and their relation to teachers' sense of collective efficacy and student achievement, *Leadership and Policy in Schools*.

Collective Teacher Efficacy → Student Achievement

Hattie, J. (2019). *Visible Learning – 250+ Influences on Student Achievement*

Consequences of School Leadership Efficacy

Review page 1 of your handout.
Code the text I – C – Q.

- I = Interesting
- C = Connections
- Q = Questions

Handout Page #1

Consequences of School Leadership Efficacy



In your breakout room, discuss what you found INTERESTING, CONNECTIONS to your practice, and QUESTIONS you have based on the consequences of school leadership efficacy.

5 minutes

| Strong Sense of Leadership Efficacy | Diminished Sense of Leadership Efficacy |
|---|--|
| Set direction and gain teachers' commitment | Unable to develop support |
| Overcome obstacles to change | Unable to see opportunities or adapt |
| Persistent in pursuing goals | Less persistent because they perceive the environment as uncontrollable |
| More flexible and willing to adapt strategies to meet contextual conditions | Less likely to identify appropriate strategies or modify unsuccessful ones |
| View change as a slow process | Blame others when challenged |
| Maintain calm and a sense of humor – even in difficult situations | Demonstrate anxiety, stress, frustration, and higher levels of burn-out |

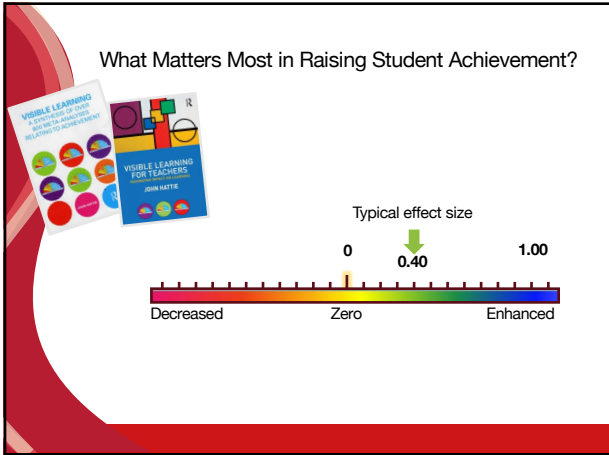
Friedman, 1997; Paglis & Green, 2002; Lyons & Murphy, 1994; Osterman & Sullivan, 1996; Tschannen-Moran & Gareis, 2004.

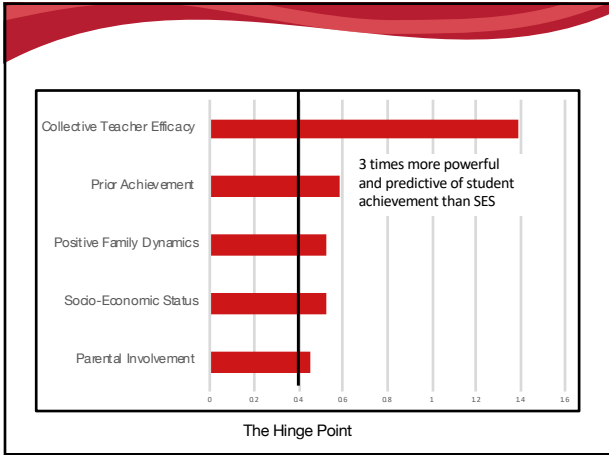
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CHAT BOX

“Collective teacher efficacy is the belief that “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, 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.

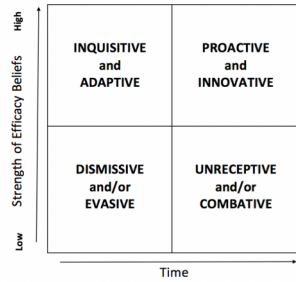




“ Diminished efficacy is a barrier to quality implementation.”

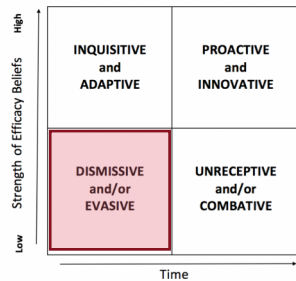
Donohoo, J. & Katz, S. (2020). Quality Implementation: Leveraging Collective Efficacy to Make 'What Works' Actually Work. Corwin, Thousand Oaks, CA.

Receptiveness to Change During Stages of Implementation



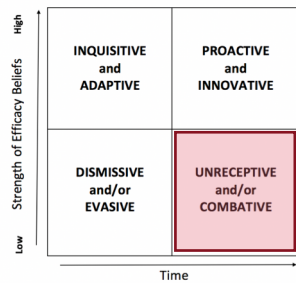
Handout Page #2

Receptiveness to Change During Stages of Implementation



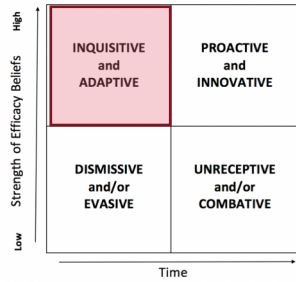
Arzonetti Hite, S., & Donohoo, J. (2021). *Leading Collective Efficacy: Powerful Stories of Achievement and Equity*. Corwin, Thousand Oaks, CA.

Receptiveness to Change During Stages of Implementation



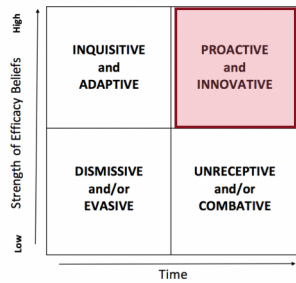
Arzonetti Hite, S., & Donohoo, J. (2021). *Leading Collective Efficacy: Powerful Stories of Achievement and Equity*. Corwin, Thousand Oaks, CA.

Receptiveness to Change During Stages of Implementation



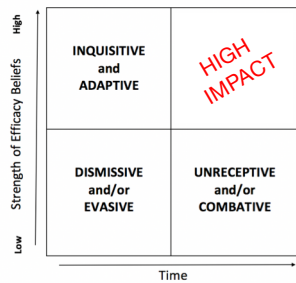
Arzonetti Hite, S., & Donohoo, J. (2021). *Leading Collective Efficacy: Powerful Stories of Achievement and Equity*. Corwin, Thousand Oaks, CA.

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Arzonetti Hite, S., & Donohoo, J. (2021). *Leading Collective Efficacy: Powerful Stories of Achievement and Equity*. Corwin, Thousand Oaks, CA.



How is the matrix similar and/or different from your own lived experience?

5 minutes

What are the sources of collective efficacy?



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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.



Handout Page #3

?
 What
 contributes to a
 leaders' sense of
 efficacy?

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CHAT BOX


Factors that Influence Leadership Efficacy

| Factor | + - NS Nature of Relationship |
|--|----------------------------------|
| Gender | NS |
| Level of School (e.g. K-8, middle, high) | NS |
| Size of the School | + |
| School Location | NS |
| Availability of Resources | + |
| Heavy Workload | - |
| Supportive Superintendent | + |
| Quality of Leadership Preparation | + |
| Job autonomy | + |
| Cynicism on part of the staff | - |
| Successful Leadership Experiences | + |

Leithwood, K. & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*, 44(4), 496-528.

What's wrong with this picture?

Team building day at Human Hungry Hungry Hippos!! What a great way to build teacher efficacy and trust!! So proud of the staff. You were all amazing sports!!

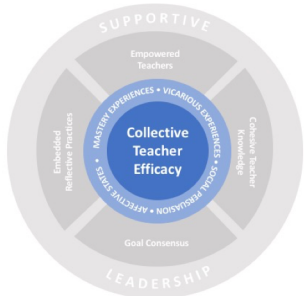


A Model for Leading Collective Efficacy



Handout Page #4

A Model for Leading Collective Efficacy



Handout Page #4

Four Considerations Leadership Efficacy

- 1. Have I met with success in the past?
- 2. Have I witnessed others meet with success?
- 3. Has someone convinced me that I can do this?
- 4. Have I felt good about my previous experiences?

HOW DIFFICULT IS THE TASK?



A Model for Leading Collective Efficacy



Teacher Leadership

There is a *clear and strong* relationship between collective efficacy and the extent of teacher leadership in a school.




Empowering Practitioners/Special Educators

- Provide authentic opportunities for teachers to lead school improvement.
- “Trust the process as well as the people.” (Hargreaves & Fullan, 2012).

Do Teachers Have Sway in School Decisions? Depends Who You Ask
A Reader With 1 Comment | 2/20/2018

[Read](#) [Share](#)



Empowering Teachers

Key Findings

Different views of influence from the classroom and the principal's office

- Ninety-six percent of principals surveyed feel that teachers are involved in making important school decisions, while only 28 percent of teachers do.
- Almost all principals (98 percent) feel that teachers have a lot of informal opportunity to influence what happens at school — a much higher rate than for teachers (62 percent).
- Ninety-seven percent of principals thought their teachers were comfortable voicing concerns, but 31 percent of teachers reported that they are not comfortable voicing concerns in their schools.

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Leadership Practices: Empowering Teachers

Recognize accomplishments of staff members.

Consider teachers' opinions when initiating actions that affect their work.

Provide teachers with decision-making power on important issues related to school improvement.

Make sure teachers have authentic opportunities to shape policy and practice in schools.

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Leadership Practices: Empowering Special Educators



What are specific challenges in creating the conditions to empowering practitioners/special educators?

What are specific opportunities in creating the conditions to empowering practitioners/special educators?

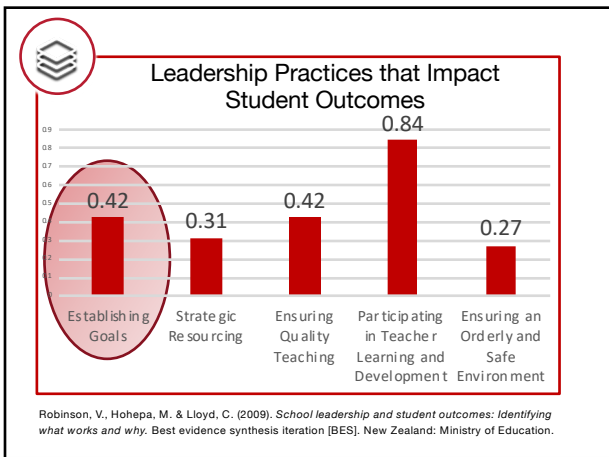
5 minutes



Shared goals foster collective efficacy.

Kruz and Knight found a strong relationship between goal consensus/vision and collective teacher efficacy in high schools.

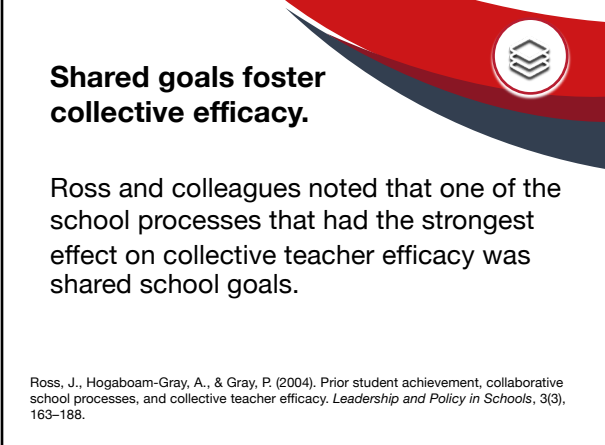
Kurz, T. B., & Knight, S. (2003). An exploration of the relationship among teacher efficacy, collective teacher efficacy, and goal consensus. *Learning Environments Research*, 7(2), 111-128.





Results show distinctive patterns between perceived uncertainty and a lack of collective teacher efficacy.

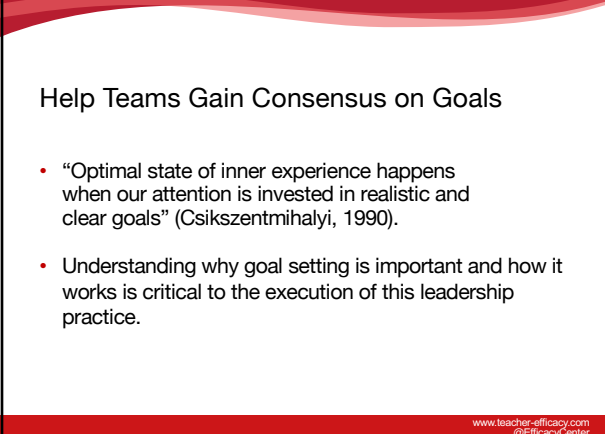
Schechter, C. and Qadach, M. (2012), "Toward an organizational model of change in elementary schools: the contribution of organizational learning mechanisms", *Educational Administration Quarterly*, Vol. 48 No. 1, pp. 116-153.



Shared goals foster collective efficacy.

Ross and colleagues noted that one of the school processes that had the strongest effect on collective teacher efficacy was shared school goals.

Ross, J., Hogaboam-Gray, A., & Gray, P. (2004). Prior student achievement, collaborative school processes, and collective teacher efficacy. *Leadership and Policy in Schools*, 3(3), 163-188.



Help Teams Gain Consensus on Goals

- "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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Goal Consensus- Considerations

Our **short-term goal** is to establish an online community where students feel safe, valued, and supported.

Our **long-term goal** is to determine how to build upon and extend resources from students' homes and communities in order to support their learning.

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Schunk DH. Self-efficacy and academic motivation. Educational Psychology, 1991;26:207-231.



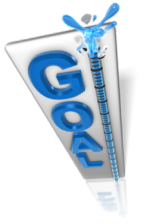
Goal Consensus – Considerations

Performance goal: By fall 2020, 50 percent of students will meet expectations in all sub-competencies in the Grade 3 provincial assessments for mathematics.

Mastery goal: All 2nd grade students will be able to identify, describe, extend, and create repeating, growing, and shrinking patterns by the end of the first quarter.

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Goal Consensus – Considerations



A Study Examining the Outcomes: Performance Goals versus Mastery Goals

Four Key Findings

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

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Performance Goals Versus Mastery Goals 4 Key Findings

1. Performance was highest when a specific mastery goal was stipulated.
2. Those assigned to the mastery goal orientation group, took the time necessary to acquire the knowledge and perform tasks effectively (taking the time to analyze the task-relevant information that was available to them).

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

Performance Goals Versus Mastery Goals 4 Key Findings

3. Those assigned to the mastery goal orientation group, were convinced that they were capable of mastering the task (an increase in efficacy occurred as a result of discovering effective strategies whereas a performance goal led to a 'mad scramble' for solutions).
4. Those in the mastery goal group had a higher commitment to their goal than did those in the performance goal orientation group (in addition, the correlation between goal commitment and performance was significant).

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

Leadership Practices: Goal Consensus

Create a discrepancy between current realities and desired futures.

Help special education teachers identify specific short-term, interdependent, mastery goals;

Regularly encourage teachers to evaluate their progress toward achieving goals;

Refer teachers frequently back to they goals set while they are engaged in making decisions about instruction and assessment strategies.

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Leadership Practices: Goal Consensus

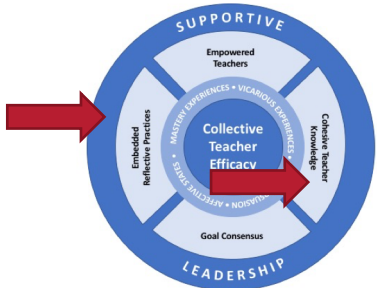


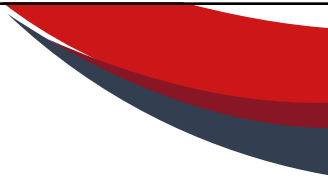
What are specific challenges in creating the conditions for consensus on goals amongst special educators?

What are specific opportunities in creating the conditions for consensus on goals amongst special educators?

5 minutes

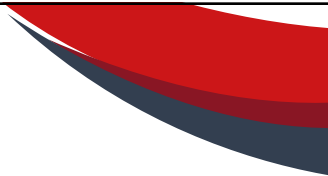
A Model for Leading Collective Efficacy





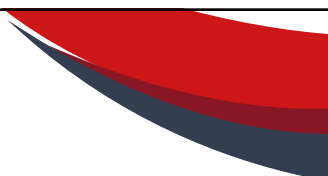
Newmann, Rutter, and Smith found that collective teacher efficacy was significantly associated with teachers' knowledge of each other's practice.

Newmann, F.M., Rutter, R.A., & Smith, M.S. (1989). Organizational factors that affect school sense of efficacy, community, and expectations. *Sociology of Education*, 62, 221-238.



Collective teacher efficacy was associated with a cohesive faculty.

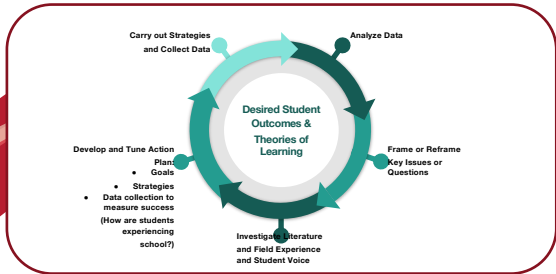
Ross, J., Hogaboam-Gray, A., & Gray, P. (2004). Prior student achievement, collaborative school processes, and collective teacher efficacy. *Leadership and Policy in Schools*, 3(3), 163-188.



When the conditions are set for teachers to come together to determine solutions to challenges of practices and hierarchy is flattened, it helped in fostering a sense of collective efficacy.

Adams, C., & Forsyth, P. (2006). Proximate sources of collective teacher efficacy. *Journal of Educational Administration*, 44(6), 625-642.

Embedded Reflective Practices



Embedded Reflective Practices

Encourage teachers to engage in high quality professional learning (e.g. collaborative inquiry, lesson study);

Foster mutual respect and trust among those involved in collaboration;

Lead discussions about the merits of current and alternative practices.

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Leadership Practices: Cohesive Knowledge

About Sound Pedagogy

Provide common planning time and opportunities for special educators to observe each other's practice;

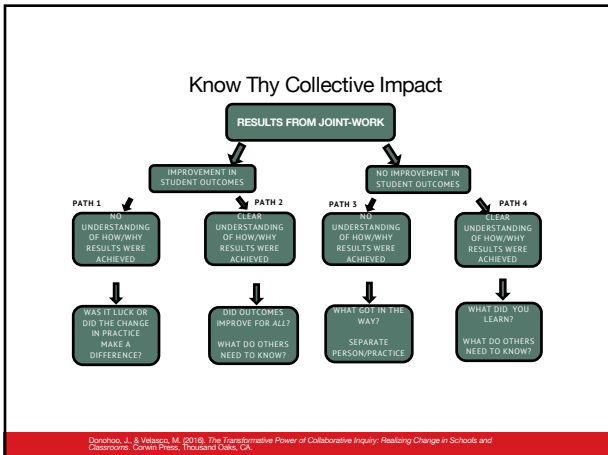
Facilitate opportunities for the staff to learn from each other;

About Collective Impact


Promote collective responsibility and accountability for student achievement and well-being;

Challenge special educators to continually re-examine the extent to which their practices support the learning of all their students.

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Leadership Practices: Reflective Practice





What are specific challenges in creating the conditions for embedded reflective practices?


What are specific opportunities in creating the conditions for embedded reflective practices?

5 minutes

Consolidating Your Learning

 What were the three most important ideas? What three concepts stand out for you the most?

 What did you learn that 'squares' with your prior knowledge?

 What is still circling around in your head? What questions do you still have?

Transfer to Practice

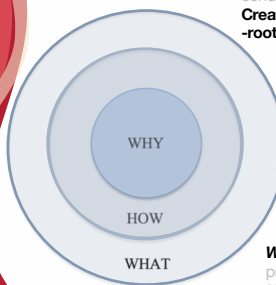


Which enabling conditions are most established in your school/district?
Which do you need to focus your efforts?

What are your next steps? What commitment can you make moving forward?

5 minutes

School Leaders



Why? I believe that all students deserve to feel a sense of belonging, self-efficacy, and autonomy in an environment that is conducive to learning.

Create and share your belief statement -rooted in desired student outcomes.

How? Together special educators can discover ways to implement evidence-based strategies and realize collective impact.

Find ways to tap into the sources of collective efficacy (fed by evidence of impact).

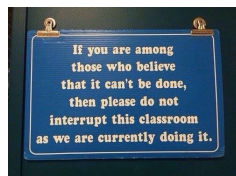
What? What are some evidence-based practices that we can use to address specific student learning needs?

Help to bridge the gap between research and practice - support implementation.

Sinek, S. (2009). Start with Why. Golden Circle

Vision for the Future

Shape mastery environments in which everyone in an educational setting shares the belief that individually and collectively they have the capability to impact positive change.

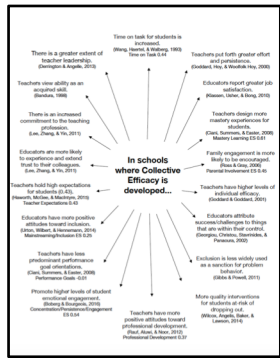


Why does collective teacher efficacy result in such a high effect size?



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Appendix A

Horizontal lines for writing.