Welcome
How we will work today

- Collaboratively with interaction
- Building on assets
- Discussions and sharing focused on the research base with Collective Teacher Efficacy and Visible Learning
What is your current understanding about Collective Teacher Efficacy?

- Please type into the chat box and share any of your current understandings about Collective Teacher Efficacy.

- It is perfectly ok to type, “I have no or little understanding as of yet.”
Efficacy

Self Efficacy: Bandura 1977

“The conviction that one can successfully execute the behavior required to produce outcomes.”

Teacher efficacy: belief that he or she can perform the necessary activities to influence student learning
Your own Efficacy

- Think of a time where you felt confident that you had the knowledge, skills and resources to be successful.

- What did you notice about your perspective of success with the work?
Collective Teacher Efficacy

“The success of the school, as indicated by levels of student achievement, depends on the collective belief that the teachers in the building can improve student achievement.”

Collective Teacher Efficacy
(Hattie 1.57 effect size)

- Collective Efficacy influences:
  - Tasks, levels of effort, persistence, shared thoughts, stress levels and achievement of groups

- Bandura 1993 demonstrated that the effects of perceived collective efficacy on student achievement are stronger than the link between socioeconomic status and student achievement
Your setting

- Collective Efficacy influences:
  - Tasks, levels of effort, persistence, shared thoughts, stress levels and achievement of groups

- What is in front of you in your work that will require you to have strong persistence, completion of tasks or managing stress levels?
Productive Consequences Associated with Collective Teacher Efficacy:

1. Greater effort and persistence
2. Conveying High Expectations
3. Willingness to try new approaches
4. Increased Commitment
5. Enhanced Parental Involvement
Greater Persistence and Effort

- Highly efficacious teachers view student failure as an incentive for greater teacher effort. Ross & Bruce (2007)

- When collective efficacy is high, teachers seem less critical of students, feel more hopeful and work longer with struggling students. Ashton & Webb (1986)
In order to meet our students’ needs, sometimes we have to learn and try new approaches.

It is not always easy to learn new instructional approaches or commit to considering new approaches over and over again to find the right fit for a group of students.

Sometimes we have a way of doing something in our classrooms and we may need to abandon that instructional practice and move forward with another approach.
Parental Involvement

- Teacher’s sense of confidence increases likelihood of welcoming parental participation

- Involving parents exposes teachers to such risks as negative feedback and identification of different values than those identified by the school

- Staff with high expectations and beliefs that they can meet those expectations are more likely to be open to parental participation and input” Ross & Gray (2006)
Four sources of Efficacy

1. Mastery Experiences:
   - Experience success and attribute that success to causes within their control
   - Leaders dialogue with staff related to the success and attributing that success to their influence

2. Vicarious Experiences:
   - Observe others faced with similar opportunities and challenges performing well. Networking, watching videos, site visits or reading about it
Four Sources of Efficacy

3. Social Persuasion:
   - Credible, trustworthy persuaders to innovate and overcome challenges.
   - Best when school members persuade others that they constitute an effective team.
   - “Depends on establishing norms of openness, collaboration and cooperation.” Adams and Forsyth (2006)

4. Affective States:
   - Least Influential
   - Emotional tone of the organization
Examples within an RTI system…
(1.07 effect size)

1. **Mastery Experiences:**
   - Experience success and attribute that success to causes within their control

**Universal Screening:**
- Teachers can accurately identify students with potential risk
- Teachers can analyze data quickly to be efficient and effective with decision making

**Core Instruction: (Instruction, Curriculum, Environment)**
- Teachers have the skill to deliver instruction that meets the needs of all learners in core instruction
- Teachers have access to materials utilizing research based practices that are aligned to standards
- Teachers have the classroom management skills to maximize learning experience and learning time
Vicarious experiences

- Observe others faced with similar opportunities and challenges performing well.
- Networking, watching videos, site visits or reading about it
  - Articles on RTI Network, Center on Response to Intervention
  - Videos on Teaching Channel
  - Cross district grade level team meetings (focused on problem of practice identified)
Groups

- In-depth Study of Content and Instructional Strategies
- Extension of Face-to-Face Learning
- Blended Learning with Webinars
- District Groups for Collaboration & Professional Learning
Learning Pathways

- Support the Alaska State Standards and instructional leadership at all levels
- Offer learning opportunities that align with 21st century learning modes: collaboration and individualized learning through the use of video and online tools
- Developed to address the question *How do you create learning groups that can practice new strategies?*
Six Enabling Conditions

While enabling conditions do not CAUSE things to happen, they increase the likelihood that things will turn out as expected.

- Advanced teacher influence
  - Teachers assuming leadership roles, distributed leadership, advance decision making related to problem solving with student learning

- Goal consensus
  - Consensus on goals significant predictor of collective teacher efficacy (Kurz & Knight, 2003)

- Teacher’s knowledge about one another’s work
  - Co-construct knowledge about effective teaching practices
Six Enabling Conditions (cont’d)

- **Cohesive staff**
  - the degree to which teachers agree with each other on fundamental and organizational issues
  - hold unified beliefs on goal priorities, urgent student learning needs, promising instructional practices, sound assessment strategies, and expectations about student performance

- **Responsiveness of leadership**
  - awareness of situations, details and undercurrents in the school, barriers for effective teaming, how staff is responding to change
Six Enabling Conditions

- Effective systems of intervention
  - “Teachers in schools with effective systems of intervention and enrichment have a stronger sense of both self efficacy and collective efficacy.”
  - DuFour et al. (2010)
Closing