COLLECTIVE EFFICACY:

HOW EDUCATORS' BELIEFS IMPACT STUDENT LEARNING

SAN JUAN INSTITUTE - 2025

Know	Wonder	Learned
What do I already **know** about collective teacher efficacy?	What do I **wonder** about collective teacher efficacy?	What have I **learned** about collective teacher efficacy?

What are the characteristics of high impact teams?

USA Flight 1549

The Bridge Incident

Mount Everest
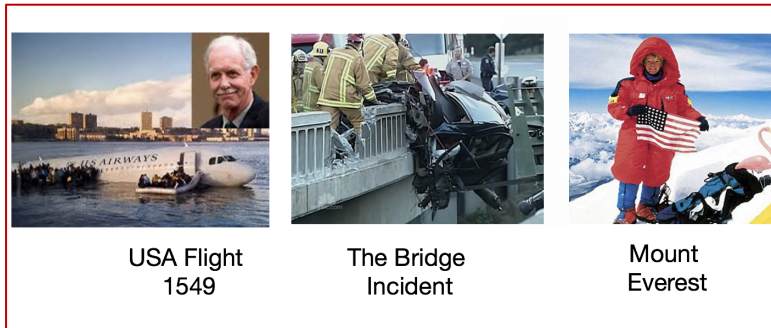
Notes:

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What matters most in raising student achievement?

Factor	Your Prediction (Rank)	Actual Rank
Collective teacher efficacy		
Student expectations		
Teacher clarity		
Prior achievement		
Socio-economic status		
Home environment		
Concentration, persistence, engagement		
Homework		

Defining Collective Teacher Efficacy
Consider the definitions of collective teacher efficacy below and highlight words or phrases that resonate with you.

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 & Barr, 2004)

Collective teacher efficacy refers to the beliefs of teachers in a school that they can organize and execute the course of action required to have a positive effect on students. (Goddard, Hoy, & Woolfolk Hoy, 2004)
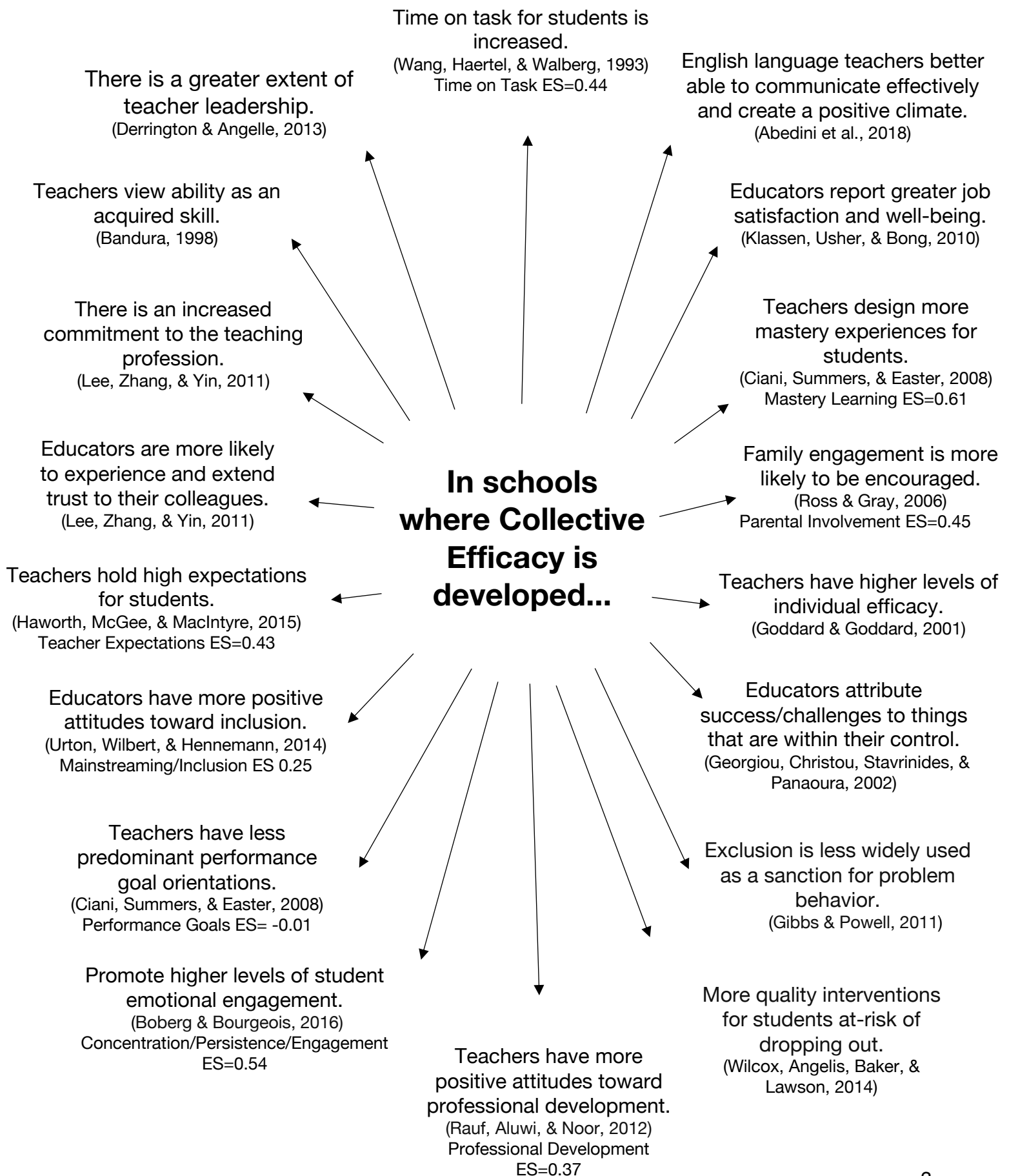
Collective efficacy perceptions are future-oriented beliefs about the functioning of a collective in a specific situation or context. (Moolenaar, Sleegers, & Daly, 2012)

Collective efficacy is the shared conviction that educators make a significant contribution in raising student achievement. (Hattie, Donohoo, & DeWitt, 2020)

Collective efficacy refers to a shared belief that the school's staff can have a positive impact on student achievement despite other influences in the students lives that challenge their success. (Victoria State Government)

Use the space below to define collective teacher efficacy in your own words. How does your definition compare with your colleagues?

Collective teacher efficacy is…

In schools where Collective Efficacy is developed...

Time on task for students is increased.
(Wang, Haertel, & Walberg, 1993)
Time on Task ES=0.44

There is a greater extent of teacher leadership.
(Derrington & Angelle, 2013)

English language teachers better able to communicate effectively and create a positive climate.
(Abedini et al., 2018)

Teachers view ability as an acquired skill.
(Bandura, 1998)

Educators report greater job satisfaction and well-being.
(Klassen, Usher, & Bong, 2010)

There is an increased commitment to the teaching profession.
(Lee, Zhang, & Yin, 2011)

Teachers design more mastery experiences for students.
(Ciani, Summers, & Easter, 2008)
Mastery Learning ES=0.61

Educators are more likely to experience and extend trust to their colleagues.
(Lee, Zhang, & Yin, 2011)

Family engagement is more likely to be encouraged.
(Ross & Gray, 2006)
Parental Involvement ES=0.45

Teachers hold high expectations for students.
(Haworth, McGee, & MacIntyre, 2015)
Teacher Expectations ES=0.43

Teachers have higher levels of individual efficacy.
(Goddard & Goddard, 2001)

Educators have more positive attitudes toward inclusion.
(Urton, Wilbert, & Hennemann, 2014)
Mainstreaming/Inclusion ES 0.25

Educators attribute success/challenges to things that are within their control.
(Georgiou, Christou, Stavrinides, & Panaoura, 2002)

Teachers have less predominant performance goal orientations.
(Ciani, Summers, & Easter, 2008)
Performance Goals ES= -0.01

Exclusion is less widely used as a sanction for problem behavior.
(Gibbs & Powell, 2011)

Promote higher levels of student emotional engagement.
(Boberg & Bourgeois, 2016)
Concentration/Persistence/Engagement ES=0.54

More quality interventions for students at-risk of dropping out.
(Wilcox, Angelis, Baker, & Lawson, 2014)

Teachers have more positive attitudes toward professional development.
(Rauf, Aluwi, & Noor, 2012)
Professional Development ES=0.37

3

Four Sources of Collective Teacher Efficacy

Bandura (2000) explained that "when faced with obstacles, setbacks, and failures, those who doubt their capabilities slacken their efforts, give up, or settle for mediocre solutions. Those who have a strong belief in the capabilities redouble their effort to master the challenge" (p. 120).

1. Mastery Experiences
Mastery experiences are the most powerful source of efficacy beliefs. When individuals and/or teams successfully accomplish a task or overcome a challenge, it strengthens their belief in their own capabilities. For efficacy to be enhanced, teams need to succeed at the things they perceive as difficult, and they must interpret their success through a growth mindset.

Describe a time when your team succeeded at something challenging. How did this impact your collective confidence?

2. Vicarious Experiences
Observing others successfully complete a task can also boost efficacy beliefs, particularly when the observer identifies with the model. Vicarious experiences are particularly powerful when the model shares similar characteristics with the observer, such as years of experience, subject area, or student population.

What have you observed other teams or schools doing that made you think 'we could do that too'? What made their context or situation similar enough to yours?

Persuasion
Persuasion refers to the positive feedback, encouragement, and support individuals and teams receive from others. Persuasion can be used to enhance efficacy if educators find the persuader credible and trustworthy.

Who has encouraged your team's efforts recently? What did they say that strengthened your belief in your collective capability?

Feelings/Emotions
Teachers' emotional and physiological reactions to situations also influence their efficacy beliefs. Negative emotions diminish efficacy. Positive emotions strengthen it.

What emotions have dominated your team's work recently? How have these feelings influenced your sense of collective efficacy?

Citation: Bandura, A. (2000). Cultivate self-efficacy for personal and organizational effectiveness. *Blackwell Handbook of Principles of Organizational Behavior* (p. 120-136). Oxford, Malden.