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Collective efficacy
is about the
overwhelming power
that groups
have to impact change
when they share the belief
in their ability to
solve problems and over come challenges.

2

Anticipation Guide – Before

Do you agree or disagree?

- Breaking down bigger challenges into smaller steps helps people feel more capable of creating positive change.
- Research demonstrates that negative experiences have stronger and more lasting impact on people than positive ones of equal intensity.
- By acknowledging and labeling positive emotions, we reinforce those feelings.
- When goals are unclear or ambiguous, it's harder for people to feel successful in their work.

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Concept Map
Which sources of efficacy present you and your team from getting better results in your school?

Source of Efficacy	Notes
Anticipatory	
Magicality	
Adaptation	

Transfer to Practice: What next steps can you take to increase the amount of efficacy that you and your team have?

Notetaking Strategy

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“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”.

Techannen-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.

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“Efficacy beliefs impact how individuals and teams think, feel, motivate themselves, and behave.”

Bandura, A. (1977). Self efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84(2), 191-215.

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Enemies of Efficacy

1. Magnitude
2. Ambiguity
3. Negativity
4. Judgment

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Enemies of Efficacy

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#1. MAGNITUDE AS AN ENEMY OF EFFICACY

Mastery Experiences
Have we met with success in the past?

Vicarious Experiences
Have we witnessed others meet with success under similar circumstances?

Social Persuasion
Has someone convinced us that we can?

Affective States
Have we felt good/positive taking risks in the past?

What is the
MAGNITUDE
of the
challenge?

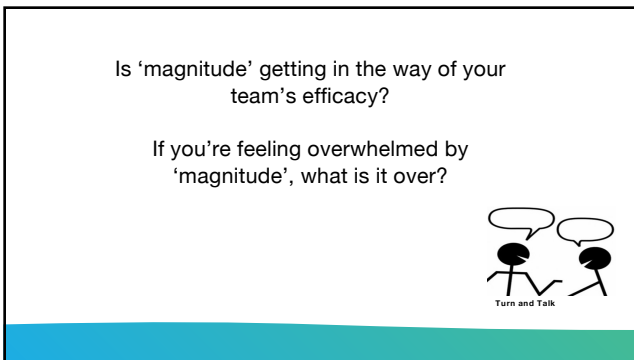
Collective
Efficacy

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.

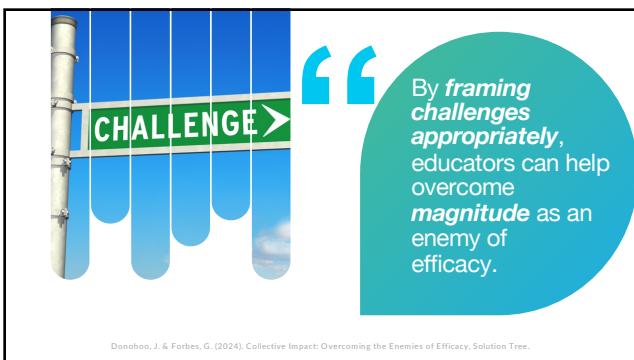
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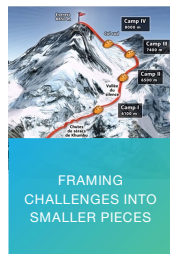
THE FRAMING EFFECT

The simple definition of the framing effect is that people respond differently to the same objective fact because of different descriptions.



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STRATEGIES: FRAMING TECHNIQUES



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INITIATIVES/MANDATES – Taking an Inquiry-Stance

District – asking teachers to increase use of classroom discussion.

“You know how some students don’t want to work with other students – certain ones for whatever reason. I wonder if the use of discussion protocols might change this.”

“As we use the same strategies, my students are saying, ‘Are we doing this again? We just did this in Mr. Kitson’s class.’ I wonder if it’s better to agree upon a few strategies or if we should have a wide variety?”

“I am wondering how to adapt these strategies in my special education classroom or for students who are lacking background knowledge.”

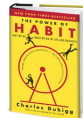
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FRAMING CHALLENGES INTO SMALLER PIECES



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“Small wins...fuel transformative changes by leveraging tiny advantages into patterns that convince people that bigger achievements are within reach.”



Charles Duhigg, 2012

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FRAMING CHALLENGES INTO SMALLER PIECES

Break down major initiatives into manageable chunks.

For example:

- Instead of "Implement the new literacy curriculum," *reframe it* as "In term 1, we'll master the reading workshop component with 3 specific instructional routines."
- Instead of trying to integrate AI into lessons for an entire semester, *reframe it* as "I am going to use an AI math manipulative bot in the first unit and see how it goes."
- Instead of "We need to transform our whole approach to student engagement" *reframe it* as "Let's start with these two engagement strategies in your morning routine this week."

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Connections to Your Own Experiences

Reframing Initiatives as Inquiries

- What are some things you and your team are being asked to implement?
- How might you *re-frame* it by taking an inquiry-stance?
- What are your curiosities?
- What specific questions do you have about the initiative that you and your team might work-through as you give it a try?

Framing Challenges into Smaller Pieces

- What challenges might you and your team need to 'chunk'?
- What could that look like in the fall?



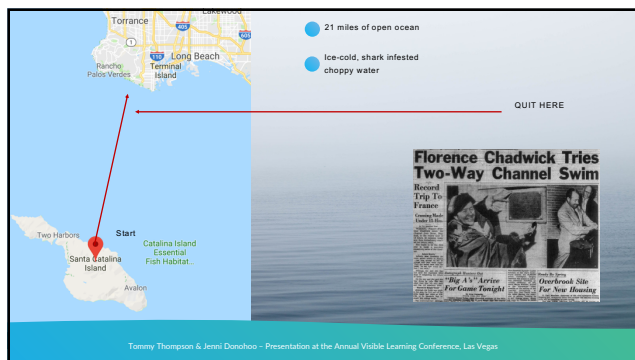
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Enemies of Efficacy

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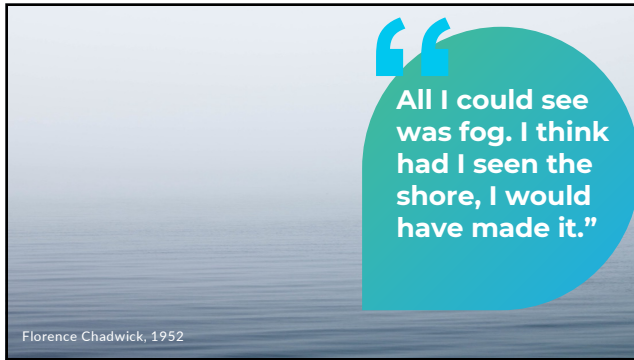
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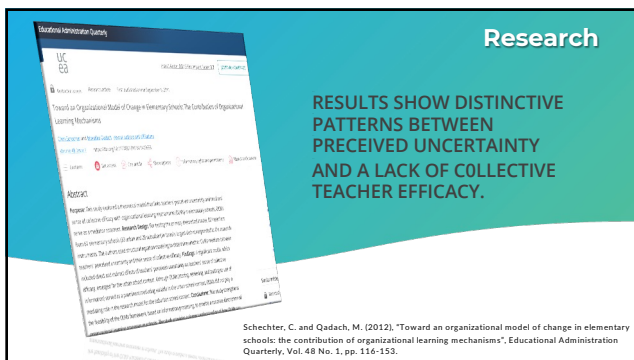
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One area where *ambiguity* can be reduced is through shared goals.

Donohoo, J. & Forbes, G. (2024). Collective Impact: Overcoming the Enemies of Efficacy, Solution Tree.

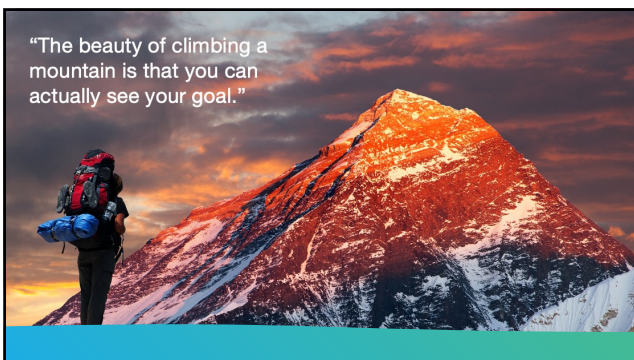
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Setting goals is the first step in turning the invisible into the visible!

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“The beauty of climbing a mountain is that you can actually see your goal.”



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At the student level:

Student 1's Goal:
I want to get an 'A' in French.

Student 2's Goal:
I want to learn the French language.

Performance Goal

Mastery Goal

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Will this be on the test?
I need to get an 'A' in this class.
Is there anything I can do for extra credit?

Can you help me to understand this better?

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Example: Performance Goals
Norm Referenced

Place Value			
Mastery Goals	Just beginning	On my way	I've got it!
I can identify place and value of numbers through 1000			
I can correctly compare two different whole numbers.			
I can accurately order numbers up to the 1000s place.			
I can round to the nearest 10			
I can round to the nearest 100			
I feel confident in using these place value skills to answer questions in real life.			

Example: Mastery Goals
Criterion Referenced

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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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1. Performance was highest when a specific mastery goal was stipulated.

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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2. Those assigned to the mastery goal orientation group, took the time necessary to acquire the knowledge and perform tasks effectively.

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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3. Those assigned to the mastery goal orientation group, were convinced that they were capable of mastering the task.

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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.
3. Those assigned to the mastery goal orientation group, were convinced that they were capable of mastering the task.
4. Those in the mastery goal group had a higher commitment to their goal than did those in the performance goal orientation group.

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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“When the mastery goal is met, the performance goal takes care of itself.”

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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Mastery Goal Examples:

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

Our goal is to improve students' ability to develop, select, and apply better problem-solving strategies.

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Mastery Goal Examples:

By the end of the semester, our grade 6 students will be able to make inferences based on ideas, characters, and events in a variety of texts.

All 9th grade students will be able to draw accurate and well-supported conclusions based on scientific evidence.

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Connections to Your Own Experiences

What are your next steps in setting mastery goals to overcome ambiguity as an enemy of efficacy?



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Enemies of Efficacy

1. Magnitude
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3. **Negativity**
4. Judgment

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#3. Negativity as an Enemy of Efficacy

There are often genuine circumstances and experiences that can evoke negativity in schools. However, when a negative tone is pervasive through the school building collective efficacy becomes challenging to foster and sustain.

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Research

BAD
IS
STRONGER THAN
GOOD

Baumeister, R., Bratslavsky, E., Finkenauer, C., & Vohs, K. (2001). Bad is stronger than good. *Review of General Psychology*, 5(4), 323-370.

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BAD IS STRONGER THAN GOOD

- Language
- Smells/Odors
- Restaurant Reviews
- Learning
- Memory and Information Processing
- Close Relationships

Baumeister, R., Bratslavsky, E., Finkenauer, C., & Vohs, K. (2001). Bad is stronger than good. *Review of General Psychology*, 5(4), 323-370.

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“By **elevating positivity**, teams can overcome **negativity** as an enemy of efficacy.

Donohoo, J. & Forbes, G. (2024). Collective Impact Overcoming the Enemies of Efficacy. Solution Tree.

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STRATEGIES: ELEVATING POSITIVITY



LABELING EMOTIONS



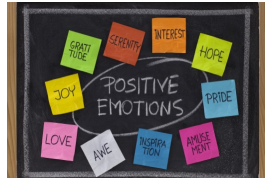
LEVERAGING THE POWER OF THE NARRATIVE

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LABELING EMOTIONS



Labeling a negative emotion diminishes it.



Labelling a positive emotion enhances it.

Voss, C., & Raz, T. (2017). *Never Split the Difference: Negotiating As If Your Life Depended On It*. Random House, New York, NY.

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LABELING EMOTIONS

The key to an effective label is using a beginning phrase with a neutral statement of understanding.

- *It seems like ... there's some **uncertainty** about this proposal.*
- *It sounds like ... you could be **worried** about the changes this could cause.*
- *It feels like... you have some **anxiety** about the revised curriculum.*

Voss, C., & Raz, T. (2017). *Never Split the Difference: Negotiating As If Your Life Depended On It*. Random House, New York, NY.

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LEVERAGING THE POWER OF THE NARRATIVE

What is often talked about in schools...

Retaining back a year
Suspension/Expelling students
School choice
Modifying school calendars/timetables
Initial teacher education programs
Tracking/Streaming
Reducing class size
Within class grouping
Finances

Hattie, 2019

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LEVERAGING THE POWER OF THE NARRATIVE

What is often talked about in schools...

Retaining back a year	-0.32
Suspension/Expelling students	-0.20
School choice	0.02
Modifying school calendars/timetables	0.09
Initial teacher education programs	0.10
Tracking/Streaming	0.12
Reducing class size	0.15
Within class grouping	0.18
Finances	0.21

Hattie, 2019

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LEVERAGING THE POWER OF THE NARRATIVE

Toward a New Narrative

Collective teacher efficacy	1.34
Student expectations	0.96
Teachers working together as evaluators of their impact	0.90
Maximize feedback to teachers about impact	0.72
Student self-efficacy	0.71
Teacher expectations	0.58

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Enemies of Efficacy

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#4. Judgment as an Enemy of Efficacy

Imposter syndrome is a condition that causes people to feel self-doubt and incompetence despite their education, experience, and accomplishments. It can lead to feelings of anxiety and a sense of not being successful internally.

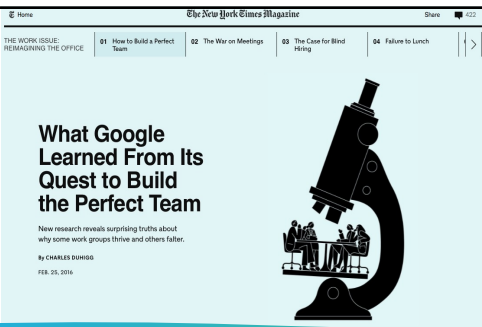
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“By *creating psychological safety*, teams can overcome *judgment* as an enemy of efficacy.”

Donohoo, J. & Forbes, G. (2024). Collective Impact: Overcoming the Enemies of Efficacy. Solution Tree.

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THE WORK ISSUE: REMAINING THE OFFICE

01 How to Build a Perfect Team

02 The War on Meetings

03 The Case for Blind Hiring

04 Failure to Launch

What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others fail.

By CHARLES D'OLIVO

FEB. 25, 2019

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PROJECT ARISTOTLE

Why some work groups thrive:

- On this team, it's okay to take risks.
- The goals and roles are clear.
- The work is important to each of us.
- We have confidence in each other's work.
- We believe we are having an impact.

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Psychological Safety

When you have it	When you don't
See mistakes as opportunities to learn	See mistakes as threats to your career
Willing to take risks and fail	Unwilling to rock the boat
Openly sharing your struggles	Keeping your ideas to yourself
Trust in your teammates and supervisors	Fear of your teammates and supervisors
Sticking your neck out	Having your head chopped off



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STRATEGIES: PSYCHOLOGICAL SAFETY



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FEEDBACK SEEKING – making a direct request for information on how to get better.



Coullfaris & Grant. (2022). Leader feedback-seeking and feedback-sharing. *Organization Science*, 33, (4), 1574-1598.

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FEEDBACK SHARING – disclosing suggestions for improvement one has received in the past – and sharing how that helped them to improve.



Coullfaris & Grant. (2022). Leader feedback-seeking and feedback-sharing. *Organization Science*, 33, (4), 1574-1598.

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Seeking feedback created a wide funnel that invited comments and suggestions on a wide range of issues, undermining the efficacy of both leaders and employees.

Sharing feedback created a filter, helping employees to concentrate on issues that were important and controllable for leaders.



Coullfaris & Grant. (2022). Leader feedback-seeking and feedback-sharing. *Organization Science*, 33, (4), 1574-1598.

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UTILIZE PROTOCOLS

Protocols are structured processes that help promote efficient communication, problem solving, and learning.

They can be used to support collaboration, reflection, and feedback.

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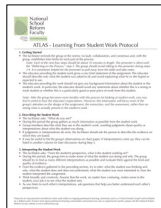
UTILIZE PROTOCOLS

Protocols can be used for a variety of purposes, including:

- Peer observation
- Examining student work
- Brainstorming new ideas
- Addressing challenges with student learning and teaching practices
- Sharing information
- Sharing successes and points of view

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UTILIZE PROTOCOLS



NSRF Protocols



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What are your next steps in creating psychologically safe environments?

What are your next steps in ensuring that negativity does not become an enemy of efficacy?



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Overcoming the Enemies of Efficacy

1. Framing initiatives as inquiries.
2. Framing challenges into smaller pieces.
3. Setting mastery goals.
4. Labeling emotions.
5. Leveraging the power of the narrative.
6. Feedback sharing.
7. Utilizing protocols.

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Anticipation Guide – After

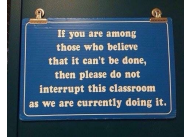
Do you agree or disagree?

- Breaking down bigger challenges into smaller steps helps people feel more capable of creating positive change.
- Research demonstrates that negative experiences have stronger and more lasting impact on people than positive ones of equal intensity.
- By acknowledging and labeling positive emotions, we reinforce those feelings.
- When goals are unclear or ambiguous, it's harder for people to feel successful in their work.

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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.



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Willing to Be Disturbed Margaret Wheatley



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Text Rendering Protocol

- Purpose is to collaboratively construct meaning, clarify, and expand our thinking about a text or document.
- Please take a few moments to review the document *'Willing to Be Disturbed'*.
- Identify a sentence, a phrase, and a word that you feel is important for your work together.

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Text Rendering Protocol

Round 1: Each person reads the aloud the sentence he/she felt was particularly significant.

Round 2: Each person shares the phrase he/she selected.

Round 3: Each person shares the word he/she selected.

The group discusses what they heard, what it says about the text, and new insights that have emerged.

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Text Rendering Protocol

- Please share your group's discussion.
- Please share the words that were selected by people in your group.
- How was this a useful way to explore the ideas in the text and your own thinking?

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