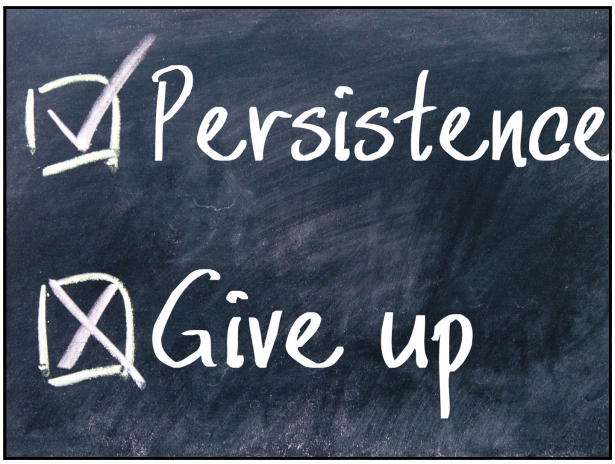
1

2

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.

3



4

K-W-L

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?

Handout Page 1

5

What are the characteristics of high impact teams?

USA Flight 1549

The Bridge Incident

Mount Everest

Handout Page 1

6

7

8

9

What are the characteristics of high impact teams?

When faced with difficult challenges they:

10

What are the characteristics of high impact teams?

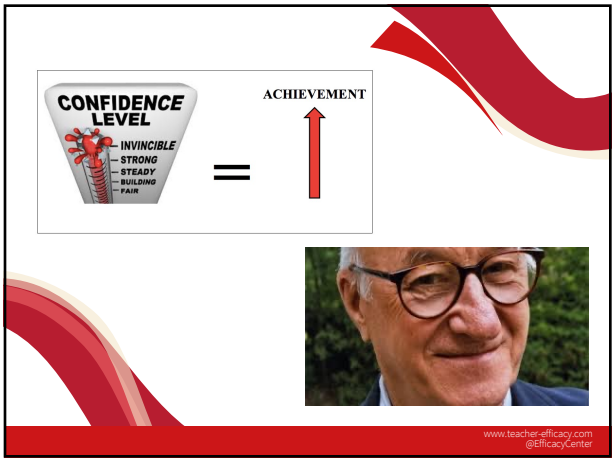
When faced with difficult challenges they:

- 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

11

What is collective teacher efficacy and why is it important?

12


CONFIDENCE LEVEL
INVINCIBLE
STRONG
STEADY
BUILDING
FAIR
=
ACHIEVEMENT
www.teacher-efficacy.com
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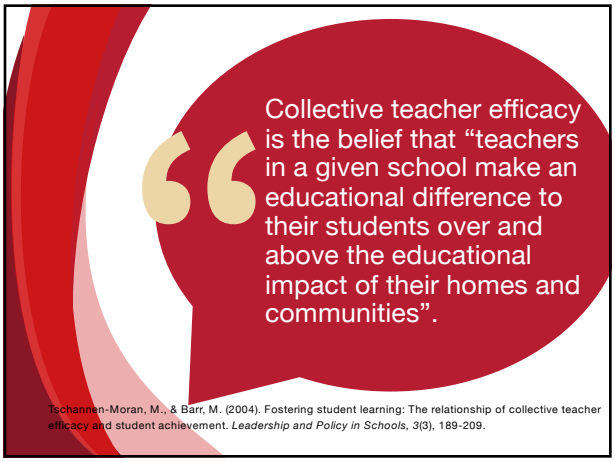
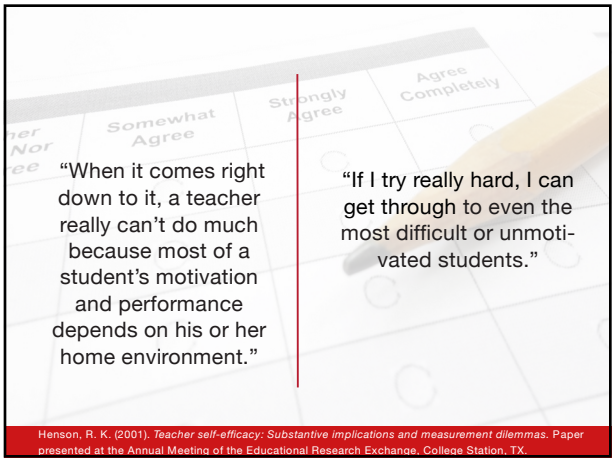
13


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.

14


"When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment."
"If I try really hard, I can get through to even the most difficult or unmotivated students."
Henson, R. K. (2001). *Teacher self-efficacy: Substantive implications and measurement dilemmas.* Paper presented at the Annual Meeting of the Educational Research Exchange, College Station, TX.

15

Efficacy beliefs reveal themselves in different ways:

- Everyday conversations (in which teams attribute causes for success/failure).
- Behavior (e.g., tasks assigned to students).
- Verbal and Non-Verbal Messages (e.g., sending messages to students that they are capable).
- Motivations (e.g., goals individuals and teams set).

16

Which metaphor best represents the strength of the team's efficacy? Why did you select that particular image?

17

What is the relationship between collective teacher efficacy and student achievement?

18

Visible Learning: It's the world's largest educational research source

19

How were the influences grouped?

student

teacher

curricula

Home

school

Classroom

Teaching:

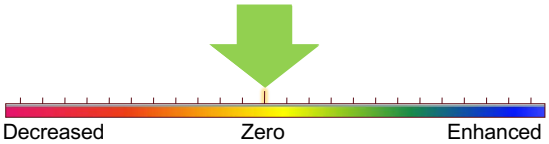
Subdomains

- Focus on Student Learning Strategies
- Focus on Teaching/instructional Strategies
- Focus on Implementation Method

20

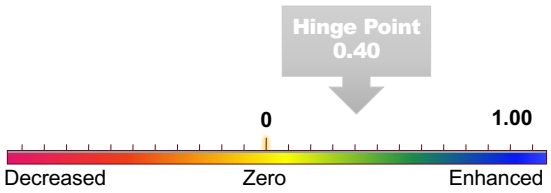
An effect size…

A common scale for measuring progress in student achievement



21

Effect on achievement over time…



22

What matters most in raising student achievement?

Factor	Rank
Collective Teacher Efficacy	
Student Expectations	
Prior Achievement	
Socio-Economic Status	
Concentration/Persistence/Engagement	
Home Environment	
Homework	

Handout Page 1

23

What matters most in raising student achievement?

Factor	Rank
Collective Teacher Efficacy	1
Student Expectations	2
Teacher Clarity	3
Prior Achievement	4
Socio-Economic Status	5
Home Environment	6
Concentration/Persistence/Engagement	7
Homework	8

24

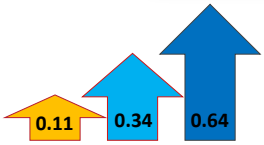
What matters most in raising student achievement?

Factor	Effect
Collective Teacher Efficacy	1.34
Student Expectations	0.96
Teacher Clarity	0.85
Prior Achievement	0.74
Socio-Economic Status	0.59
Home Environment	0.45
Concentration/Persistence/Engagement	0.44
Homework	0.29

25

Homework
- Homework refers to tasks assigned to students by teachers that are meant to be carried out during non-school hours.
- **There is a moderator variable** (a third variable that affects the correlation)

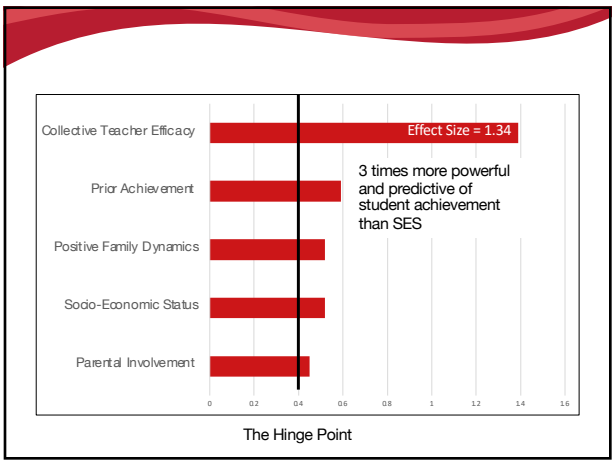
TEACHING: Focus on implementation method	ES
Implementations using out of school learning	
After school programs	0.40
Distance Education	0.13
Home-school programs	0.16
Homework	0.29
Service learning	0.58



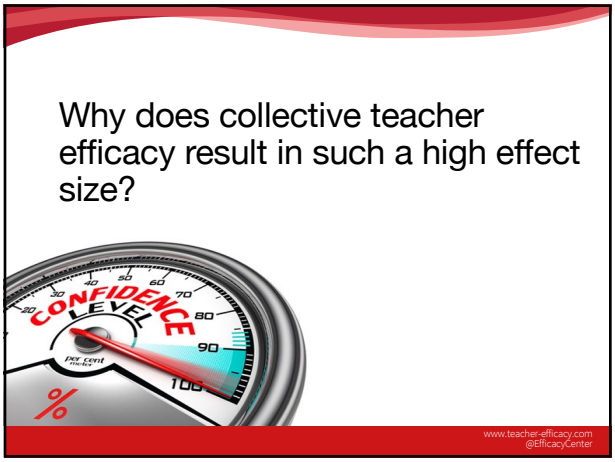
Primary Middle High

26

27


Collective Teacher Efficacy
Effect Size = 1.34
Prior Achievement
3 times more powerful and predictive of student achievement than SES
Positive Family Dynamics
Socio-Economic Status
Parental Involvement
0
0.2
0.4
0.6
0.8
1
1.2
1.4
1.6
The Hinge Point

28


Why does collective teacher efficacy result in such a high effect size?
CONFIDENCE LEVEL
www.teacher-efficacy.com
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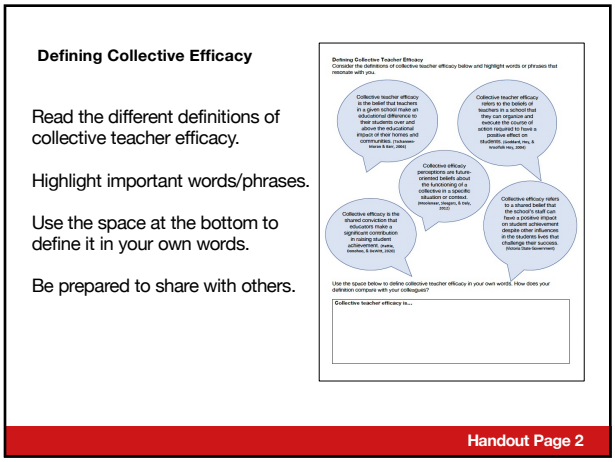
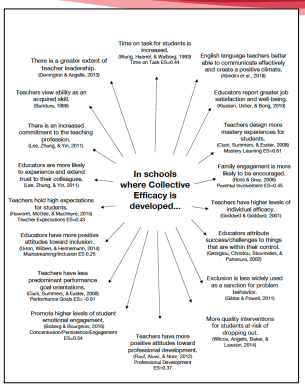
29


Defining Collective Efficacy
Read the different definitions of collective teacher efficacy.
Highlight important words/phrases.
Use the space at the bottom to define it in your own words.
Be prepared to share with others.
Handout Page 2

38

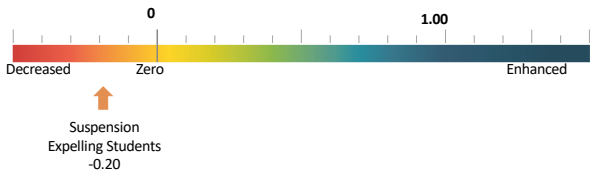


Handout Page 3

39

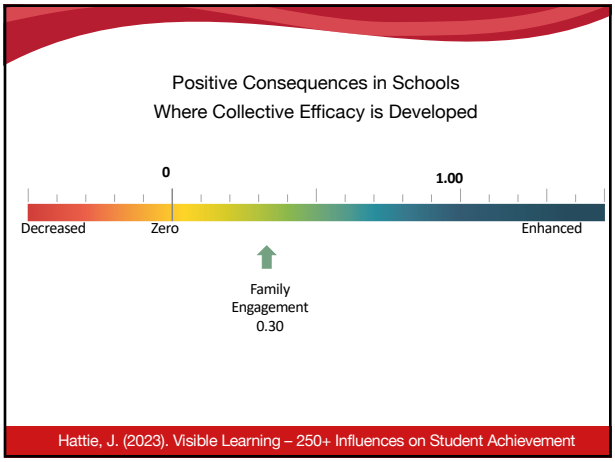
40

Positive Consequences in Schools
Where Collective Efficacy is Developed

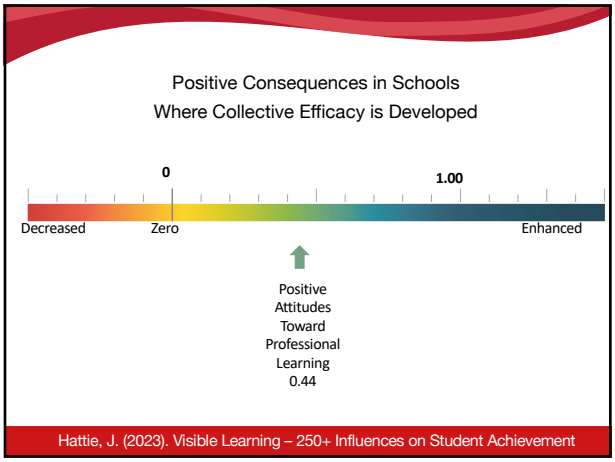


Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

41


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
1.00
Decreased
Zero
Enhanced
Family
Engagement
0.30
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

42


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
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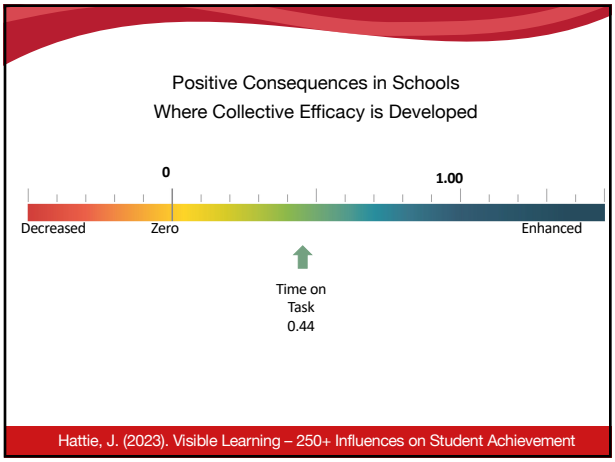
Decreased
Zero
Enhanced
Positive
Attitudes
Toward
Professional
Learning
0.44
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

43


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
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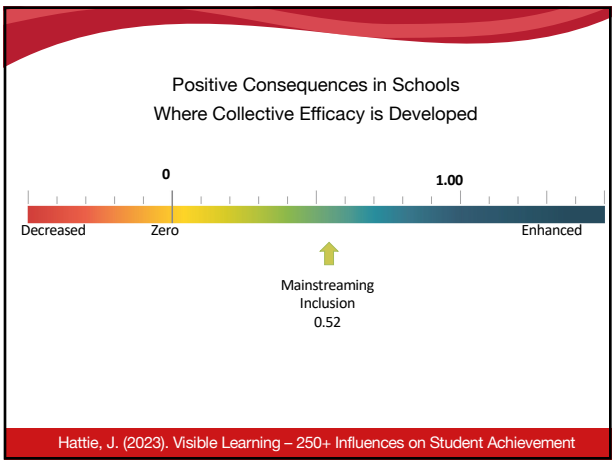
Enhanced
Time on
Task
0.44
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

44


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
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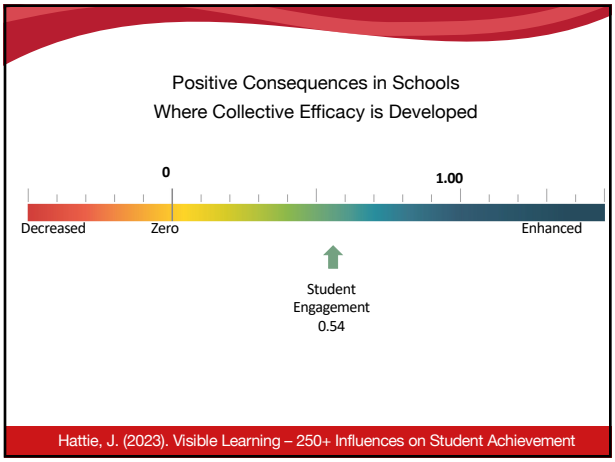
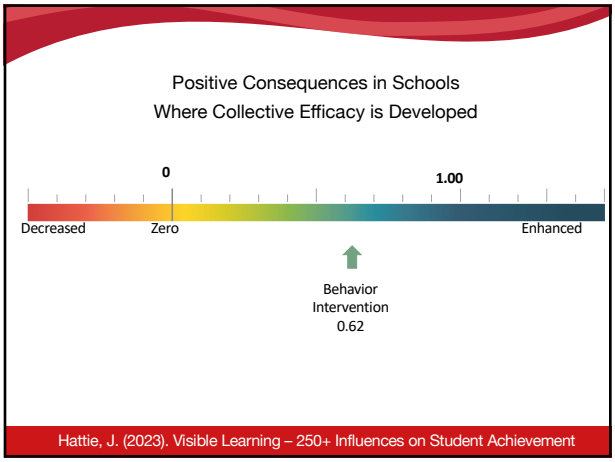
Enhanced
Mainstreaming
Inclusion
0.52
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

45


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
1.00
Decreased
Zero
Enhanced
Student
Engagement
0.54
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

46


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
1.00
Decreased
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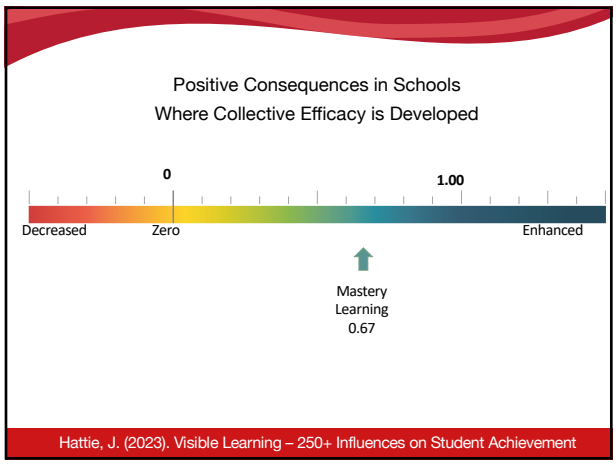
Enhanced
Behavior
Intervention
0.62
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

47


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
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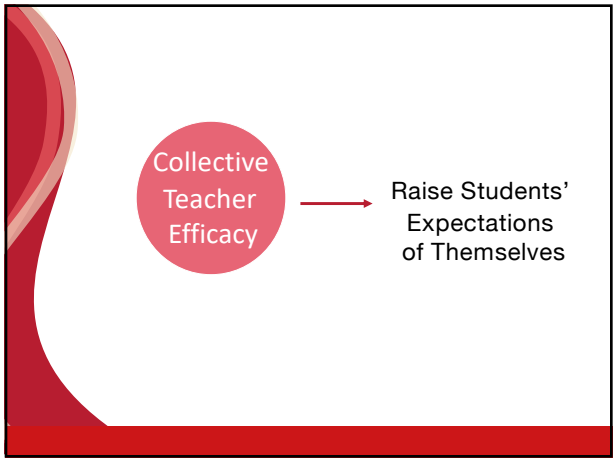
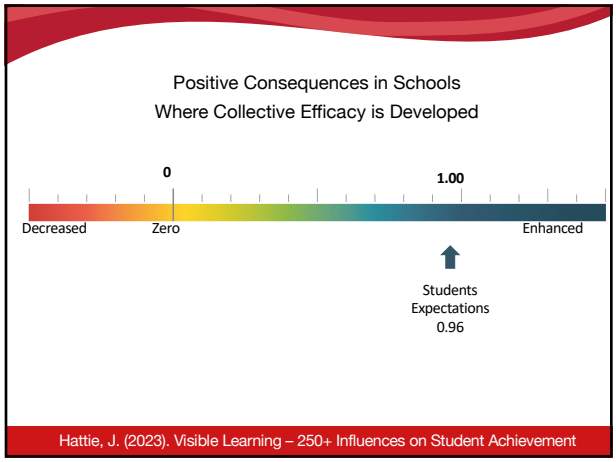
Zero
Enhanced
Mastery
Learning
0.67
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

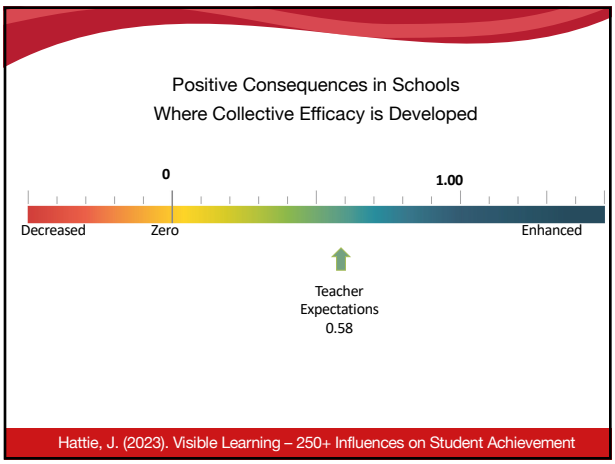
48


Collective
Teacher
Efficacy
Raise Students' Expectations of Themselves

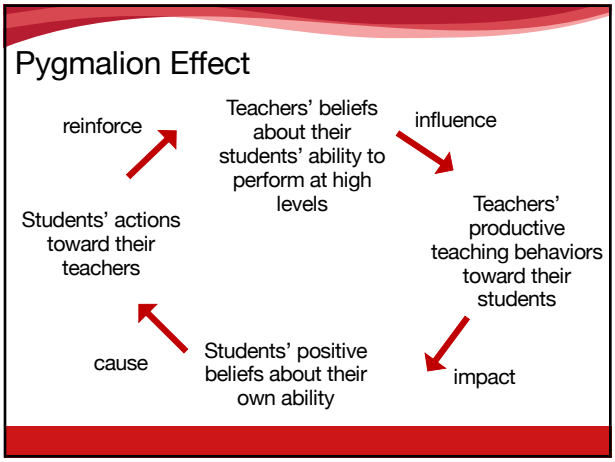
49


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
1.00
Decreased
Zero
Enhanced
Students
Expectations
0.96
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

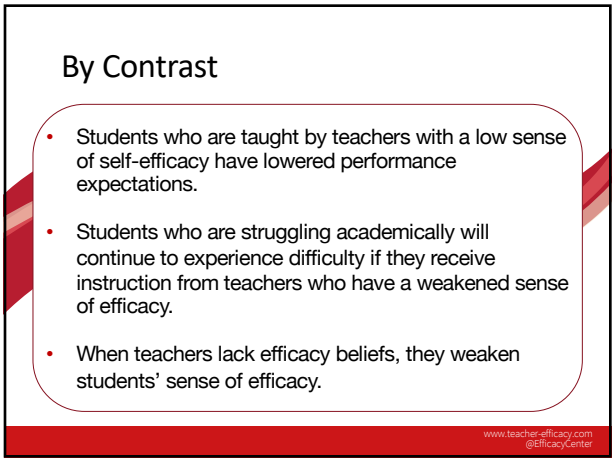
50


Positive Consequences in Schools
Where Collective Efficacy is Developed
0
1.00
Decreased
Zero
Enhanced
Teacher
Expectations
0.58
Hattie, J. (2023). Visible Learning – 250+ Influences on Student Achievement

51


Pygmalion Effect
reinforce
Teachers' beliefs about their students' ability to perform at high levels
influence
Students' actions toward their teachers
Teachers' productive teaching behaviors toward their students
cause
Students' positive beliefs about their own ability
impact

52


By Contrast
Students who are taught by teachers with a low sense of self-efficacy have lowered performance expectations.
Students who are struggling academically will continue to experience difficulty if they receive instruction from teachers who have a weakened sense of efficacy.
When teachers lack efficacy beliefs, they weaken students' sense of efficacy.
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53

What resonates with you about the positive consequences of collective teacher efficacy?

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54

What are the sources of collective efficacy?

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55

56

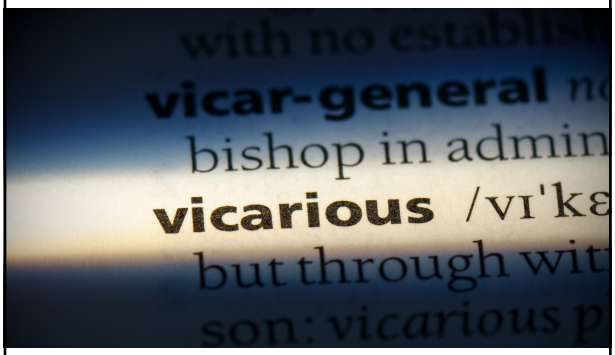
57

58

59

SUCCESS
IS DEPENDENT
ON EFFORT

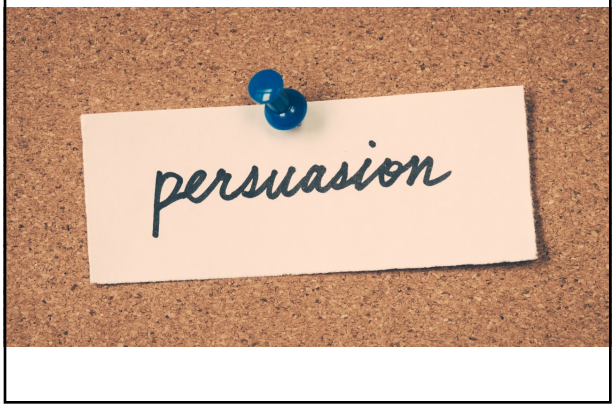
60


vicar-general
bishop in admin
vicarious /vɪ'kɛ
but through wit

61

SUCCESS
STORIES

62


persuasion

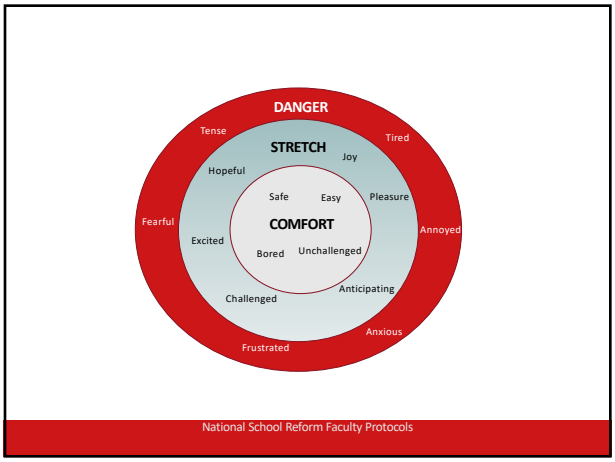
63

Expectations

64

POSITIVE EMOTIONS
GRATI TUDE
SERENITY
INTEREST
HOPE
JOY
PRIDE
LOVE
AWE
INSPIRA TION
AMUSE MENT

65



66

Mastery Experiences

For efficacy to be enhanced, teams need to succeed at the things they perceive as difficult.

Vicarious Experiences

When seeing others meet with success, it's important to identify similarities between those we are observing and our own situations.

Social Persuasion

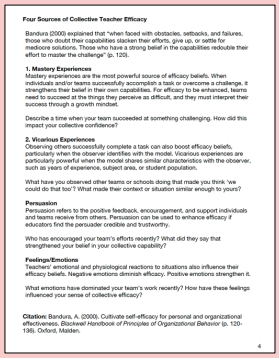
Persuasion can be used to enhance efficacy if educators find the persuader credible and trustworthy.

Feelings/Emotions

Negative emotions diminish efficacy. Positive emotions strengthen it.

Handout Page 4

67



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.

4

What are the implications for fostering efficacy in your school?

Handout Page 4

68

What contextual factors lead to collective efficacy?

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70

Non-Example

"What a great way to build collective efficacy and trust. Human hungry, hungry hippos. Thanks for being such great sports!"

Example

"Examining student results, celebrating progress, and figuring out what to stop-start-continue."

71

Non-Example

Our team's free standing straw tower! Go team! #collectiveefficacy

Example

72

Non-Example

Tug of war -there is no challenge too big! #collectiveefficacy

Example

Where are they now?

73

A Model for Leading Collective Efficacy

What do you notice or infer from this model?

74

Five Enabling Conditions for Collective Teacher Efficacy

1. Consensus on Goals
2. Empowered Teachers
3. Cohesive Teacher Knowledge
4. Embedded Reflective Practice
5. Supportive Leadership

Donohoo, J., O'Leary, T., & Hattie, J. (2019). The design and validation of the enabling conditions for collective efficacy scale. *Journal of Professional Capital and Community.*

75

#1. Goal Consensus

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.

76

#2. Empowered Teachers

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

Derrington, M., & Angelle, P. (2013). Teacher leadership and collective efficacy: Connections and links. *International Journal of Teacher Leadership*, 4(1), 1–13.

77

#3. Cohesive Teacher Knowledge

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.

78

#3. Cohesive Teacher Knowledge

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.

79

#4. Embedded Reflective Practices

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.

80

#5. Supportive Leaders

Supportive leadership is fundamental to cultivating collective teacher efficacy. In schools with high levels of supportive leadership, school leaders show concern for the teaching staff.

They provide explicit support to teachers in carrying out their duties effectively and regularly acknowledge the accomplishments of individuals and teams within the school.

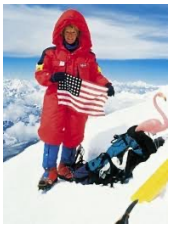
81

#1. 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.

82



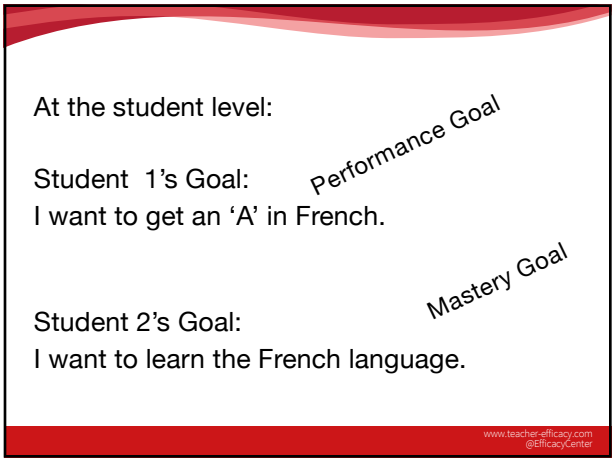
83

Personal interview with Stacy Allison (2018)

84

Small wins fuel transformative changes by leveraging tiny advantages into patterns that convince people that bigger achievements are within reach.
Duhigg (2012)

85


At the student level:
Performance Goal
Student 1's Goal:
I want to get an 'A' in French.
Mastery Goal
Student 2's Goal:
I want to learn the French language.
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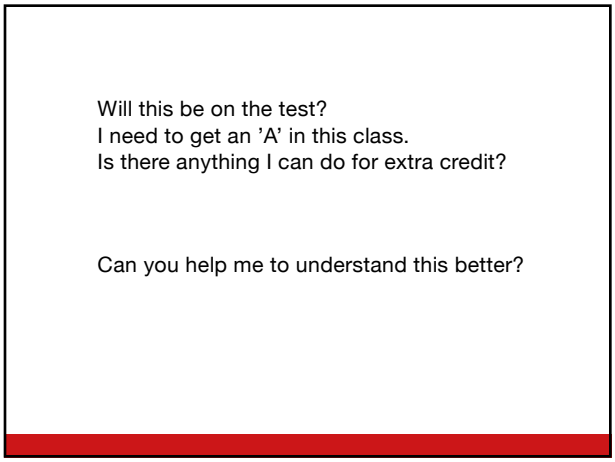

Will this be on the test?
I need to get an 'A' in this class.
Is there anything I can do for extra credit?
Can you help me to understand this better?

87

Students with mastery-approach goals focus on the development of competence for its own sake.

When students have mastery-approach goals, they strive to master or know the task they are working on; they are motivated to learn in order to improve their knowledge and abilities.

The emphasis is on learning and self-improvement.

An example of a mastery-approach item is: " I want to learn as much as possible from this class."

88

89

"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.

90

Mastery versus Performance Goals

Turn and Talk

What are your thoughts about what Melissa shared? What you're learning about mastery versus performance goals?

91

92

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

Duhigg (2012)

93

#2. Empowered Teachers

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

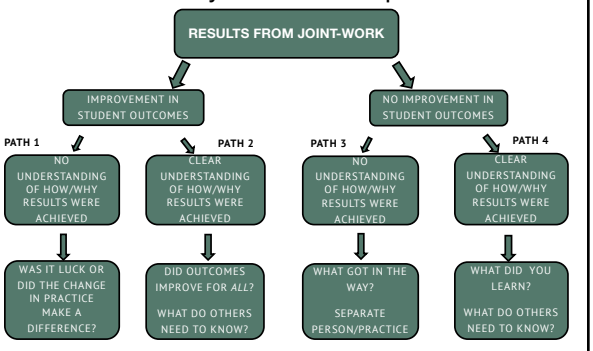
94

> Successful and sustainable change can never be done *to or even for* teachers – it can only be accomplished *by and with* them.

Hargreaves, A., & Fullan, M. (2012). Professional Capital: Transforming Teaching in Every School. Teachers' College Press, New York, NY.

95

#3. Cohesive Teacher Knowledge
Know Thy Collective Impact



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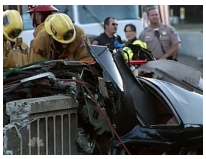
Positive Interdependence



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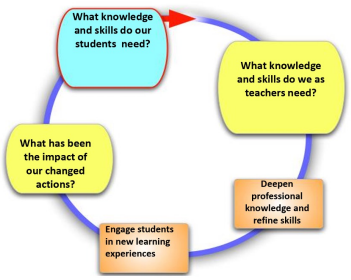
“The relationship between collective efficacy and performance is maximized when there is positive interdependence amongst team members.

Gully, S., Incalcaterra, K., Joshi, A., & Beaubien, J. (2002). A meta-analysis of team-efficacy, potency, and performance: Interdependence and level of analysis as moderators of observed relationships. *Journal of Applied Psychology*, 87(5), 819-832.

98

#4. Embedded Reflective Practice

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



99

#4. Embedded Reflective Practice

Create Opportunities for Meaningful Collaboration

Research shows that leadership has an indirect impact on student achievement through collaboration and efficacy.

Leadership → Collaboration → Collective Efficacy → Student Achievement

Goddard, R., Goddard, Y., Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective beliefs in support of student learning. *American Journal of Education*, 121, 501-530.

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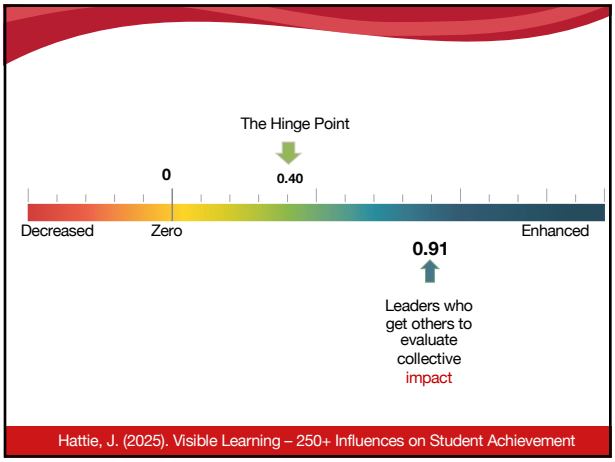

Hattie, J. (2025). Visible Learning – 250+ Influences on Student Achievement

101

> Our common planning and then observations have made me more confident in challenging my students. When others shared what they had their students doing – in my brain I thought "My kids can't do that" but through our work, I have seen otherwise.

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Connections to Your Practice

- What structures/protocols does your professional learning community utilize in order to capitalize on collaboration?
- Do they result in change in practice and improvements in student learning? How do you know?

103

#5. Supportive Leadership

School leaders create the conditions for teachers to believe in their collective power to positively impact student learning through their shared expertise, collaborative practices, and unified sense of purpose.

104

A theme that consistently emerged in the interview data was that when teachers described mastery experiences, how they learned vicariously, or mood (affective states) of their schools "they frequently emphasized what their principals did to contribute in these areas" (p. 11).

Goddard, R., Skrla, L., & Salloum, S. (2017). The role of collective efficacy in closing student achievement gaps:

105

A Model for Leading Collective Efficacy

Which enabling condition is your biggest strength?

Which enabling condition do you need to focus your energy?

109

K-W-L

Know	**W**onder	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?

Handout Page 1

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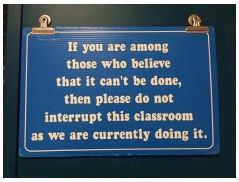
Vision for the Future

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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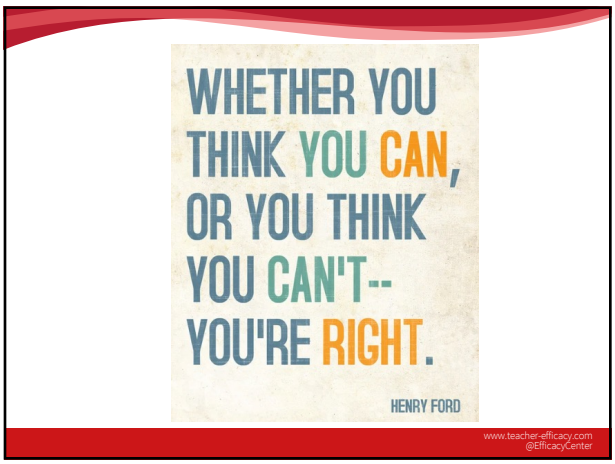
WHETHER YOU THINK YOU CAN, OR YOU THINK YOU CAN'T-- YOU'RE RIGHT.
HENRY FORD
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