It's all about implementation: The Role of Collective Efficacy

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Quality Implementation

QI *is the process* through which evidence-based promises of improvement-oriented interventions get realized in practice. The process involves a critical mass of people in any given organization doing their best to apply and experiment with 'what's supposed to work', assessing impact relative to intended outcomes, learning about what worked and what didn't work and why within respective contexts, and then making the necessary modifications accordingly. Theory and practice are brought together in a way that is mediated by context.

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What resonates with you about the actions of the leaders in these stories?

USA Flight 1549

The Bridge Incident

Mount Everest

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Examples in Business

The New York Times Magazine

What Google Learned From Its Quest to Build the Perfect Team

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

By CHARLES DUHIGG

FEB. 25, 2016

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Example: Google Study

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

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Collective Efficacy: Powerful in Every Domain

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Collective Teacher Efficacy is the belief that:

- through their collective action, teachers can positively influence student outcomes, including those who are disengaged, unmotivated, and/or disadvantaged (Donohoo, 2017).

- 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).

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Collective Teacher Efficacy:

- "the judgments of teachers in a school that the faculty as a whole can organize and execute the courses of action required to have a positive effect on students" (Goddard, Hoy, & Woolfolk Hoy, 2004, p. 4).

- "future-oriented beliefs about the functioning of a collective in a specific situation or context" (Moolenaar, Sleegers, & Daly, 2012, p. 253).

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Perceptions vary greatly among schools. Some staffs believe that through their collaborative efforts they can help students achieve in measurable ways, while others feel that they can do very little to impact student results.

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Among the types of thought that affect action, none is more central or pervasive than people's judgments of their capabilities to deal effectively with different realities.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Prentice-Hall, Englewood Cliffs, NJ.

- What are some things that leaders can do to influence a team's interpretation of their effectiveness?

Four Research-Based Leadership Practices

1. Create opportunities for meaningful collaboration.
2. Empower teachers.
3. Establish goals and high expectations.
4. Help teams interpret results and provide feedback.

Jigsaw – Part One

1. In groups of 4, each person selects 1 leadership practice.
2. Silently read the material for the leadership practice you selected (4-5 minutes).
3. After reading, find others who have read the same information and wait for the next set of instructions.

Jigsaw – Part Two

In your 'expert group' together:

1. Discuss the prompts.
2. Be prepared to share with others in your 'home group'.

Leadership Practices
#1. 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.
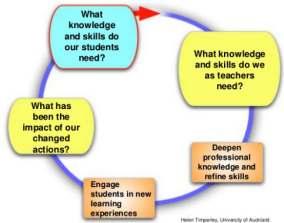
Jigsaw – Continued

If your 'expert group' read about leadership practice 1 - create opportunities for meaningful collaboration:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?

Collaboration Focused on Instructional Improvement

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

What knowledge and skills do our students need?

What knowledge and skills do we as teachers need?

What has been the impact of our changed actions?

Deepen professional knowledge and refine skills

Engage students in new learning experiences

Helen Timperley, University of Auckland

Collaboration Focused on Instructional Improvement

PLAN

Adaptive nature of the work becomes more apparent and discrepancies between **theories-in-use** and **espoused theories** become known and acknowledged. As a result of the joint-work: **attributions shift, collective efficacy is enhanced, professional capital increases.**

The focus is **needs-based** and the team's engagement is based on an **authentic** desire to gain **deeper and common understandings** in order to support students' learning.

REFLECT

ACT

Evidence is **examined at multiple times** so that the team can use it to **inform their next move**, responding to student learning needs in a **timely** and **evidence-informed** way.

It results in **changes in teaching practice** that are **refined over time.**

ASSESS

Slide 1

FOCUS CREATE A VIBRANT LEARNING CULTURE

WHEN TEACHERS
BELIEVE,

STUDENTS
ACHIEVE

COLLABORATIVE INQUIRY
BUILDS TEACHER EFFICACY FOR
BETTER STUDENT OUTCOMES

Donohoo, J. & Katz, S. (2017). Building Teacher Efficacy Through Collaborative Inquiry. *The Learning Professional*. 38(6), 21-27.

Slide 2

Make Opportunities for Vicarious Experiences

"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".

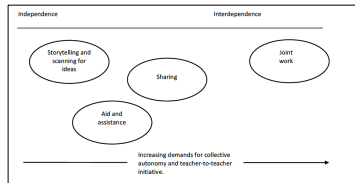1st year teacher – Sarasota Public School

Slide 3

Taxonomy for Examining Collaboration

- Storytelling and Scanning
- Aid and Assistance
- Sharing
- Joint-Work

Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers' College Record*, 91(4), 509-536.

Joint Work – Positive Interdependence

Independence | Interdependence

Storytelling and scanning for ideas

Sharing

Joint work

Aid and assistance

Increasing demands for collective autonomy and teacher-to-teacher initiative.

Little, J. W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teacher College Record*, 91(4), 509–536.
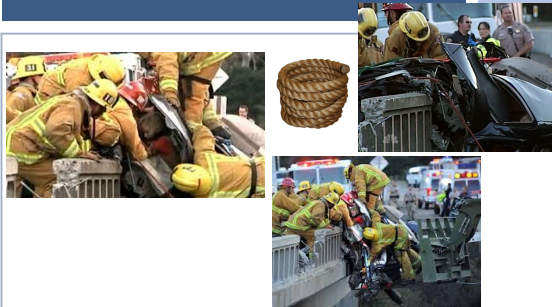
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Positive Interdependence

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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.

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Three Types of Interdependence

- Task Interdependence
- Goal Interdependence
- Outcome Interdependence

Jigsaw – Continued

If your 'expert group' read about leadership practice 2 - empower teachers:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?

Leadership Practices
#2. Empower Teachers

- Provide authentic opportunities for teachers to lead school improvement.

- "Trust the process as well as the people." (Hargreaves & Fullan, 2012).

Leadership Practices
#2. Empower Teachers

8. Teacher initiated shared decision-making
7. Teacher initiated and directed action
6. Administrator initiated shared decision asking with teachers
5. Teachers informed and then consulted about action
4. Teachers informed about and then assigned action

Degrees of Participation

3. Tokenism
2. Decoration
1. Manipulation

Degrees of Nonparticipation

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Jigsaw – Continued

If your 'expert group' read about leadership practice 3 – establish goals and high expectations:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?

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Leadership Practices
#3. Establish Goals and High Expectations

• "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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Why is goal-setting important?

- Goals direct attention to the task at hand (and away from distractions);
- Goals mobilize effort;
- Goals increase persistence;
- Goals promote the development of new strategies when current ones aren't working.

Based on the work of Locke, E., & Latham, G. (2002) cited in Katz, S., Dack. L., & Malloy, J. (2017). *The Intelligent, Responsive Leader*. Thousand Oaks, CA. Corwin Press.

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| Efficacy lacking | → | Teams show a significant reduction in the goals they set and this impacts motivation. |
| Efficacy present | → | Teams show greater motivational investments – this is activated via goals. |

Donohoo, J. & Katz, S. (in preparation*). Achieving Quality Implementation: The Role of Collective Efficacy*. Thousand Oaks, CA: Corwin Press

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Collective Efficacy Impacts Motivational Investments

When collective efficacy is lacking:

- Feedback Manipulation
- 13 triads assigned to a 'high efficacy' group
- 13 triads assigned to a 'low efficacy' group

- Set a time-goal and a finishing place-goal
- Received bogus feedback between time trials

Greenlees, I., Graydon, J., & Maynard, I. (2000). The impact of individual efficacy beliefs on group goal selection and group goal commitment. *Journal of Sports Sciences*, 18, 451-459.

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Collective Efficacy Impacts Motivational Investments

When collective efficacy is firmly established:

Donohoo, J. & Katz, S. (in preparation). *Achieving Quality Implementation: The Role of Collective Efficacy*. Thousand Oaks, CA: Corwin Press.
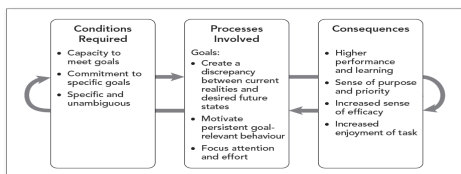
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Tap Into Efficacy Activating Motivational Processes

"The beauty of climbing a mountain is that you can actually see your goal."
(interview with Stacy Allison, 2018)

Goal Setting

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Leadership Practices
#3. Establish Goals and High Expectations

Conditions Required
- Capacity to meet goals
- Commitment to specific goals
- Specific and unambiguous

Processes Involved
Goals:
- Create a discrepancy between current realities and desired future states
- Motivate persistent goal-relevant behaviour
- Focus attention and effort

Consequences
- Higher performance and learning
- Sense of purpose and priority
- Increased sense of efficacy
- Increased enjoyment of task

Source: Robinson, V., Hohepa, M., & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why*. Best evidence synthesis iteration [BES]. Auckland: New Zealand Ministry of Education.

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Mastery Experiences: Celebrate Small Wins

Teams come to experience "small wins", which, as we saw, "…fuel transformative changes by leveraging tiny advantages into patterns that convince people that bigger achievements are within reach".

Jigsaw – Continued

If your 'expert group' read about leadership practice 4 – help teams interpret results and provide feedback:

1. Share what your expert group talked about/learned.
2. Discuss - What are some challenges and opportunities for exercising this leadership practice?
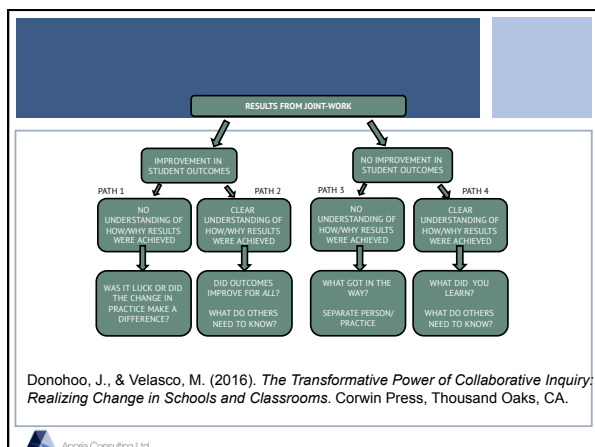

Leadership Practices
#4. Help Teams Interpret Results and Provide Feedback

They need evidence from hearing from students about their learning, their progress, their struggles, and their own efficacy to keep learning. They need evidence from student artifacts such as assignments, tests, portfolios, and their daily progress.

Leadership Practices
#4. Help Teams Interpret Results and Provide Feedback

- What was the impact when we did *x*?
- How did *x* affect the students in my classroom?
- Did we get a year's growth for a year's input?
- How can we work together to make *x* even better?
- Did the students gain the essential understandings and skills?
- How do we know?
- How can we use evidence of student learning to improve classroom instruction?

RESULTS FROM JOINT-WORK

IMPROVEMENT IN STUDENT OUTCOMES — NO IMPROVEMENT IN STUDENT OUTCOMES

PATH 1 — NO UNDERSTANDING OF HOW/WHY RESULTS WERE ACHIEVED — WAS IT LUCK OR DID THE CHANGE IN PRACTICE MAKE A DIFFERENCE?

PATH 2 — CLEAR UNDERSTANDING OF HOW/WHY RESULTS WERE ACHIEVED — DID OUTCOMES IMPROVE FOR *ALL*? WHAT DO OTHERS NEED TO KNOW?

PATH 3 — NO UNDERSTANDING OF HOW/WHY RESULTS WERE ACHIEVED — WHAT GOT IN THE WAY? SEPARATE PERSON/ PRACTICE

PATH 4 — CLEAR UNDERSTANDING OF HOW/WHY RESULTS WERE ACHIEVED — WHAT DID YOU LEARN? WHAT DO OTHERS NEED TO KNOW?

Donohoo, J., & Velasco, M. (2016). *The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms*. Corwin Press, Thousand Oaks, CA.

- What are some indications that your team made progress last year?
- What instructional/assessment approaches did you use?
- What evidence does your team have that these practices did/did not work?
- How well do you know how your students are experiencing school?
- Do you know the patterns of success?
- Who and where are students being underserved?
- What questions is your team asking/not asking?

Pilot
Chesley Sullenberger

Fire Chief
Ray Navarro

Mountain Climber
Stacy Allison

Thank you!

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