

## **Result 1: Increased individual and collective teacher efficacy**

*“Self-belief does not necessarily ensure success,  
but self-disbelief assuredly spawns failure.” (Bandura, 1997)*

Observation and feedback have a direct impact on the self- and collective efficacy of all learners. Self-efficacy is the belief in one’s ability to execute the courses of action that will lead to a specific result (Bandura, 1977, 1986, 1998).

Think about what you know from working with students and the power of their belief in themselves (or lack thereof) and the effects this has had on their ability to be successful. The same can be true of our teachers as learners.

Collective Teacher Efficacy is a collective belief of teachers in their ability together to positively affect students. Hattie has identified CTE as the top driver of student achievement with an effect size of 1.57. Knowing this, it is important to identify those things that increase or decrease efficacy.

**We know from Bandura that the following perceptions or understandings can hinder efficacy:**

- Faulty assessments of self-percepts or performance
- Poor understanding of requisite skills (to reach a goal)
- Obscure aims and performance ambiguity (unclear goals)
- Faulty self-knowledge (inaccurate perception of own abilities)

**And that there are 4 sources of self-efficacy which are:**

- Mastery Experiences
- Vicarious Experiences
- Social Persuasion
- Emotional and Physiological States

**Peer-to-peer observations that support feedback to teachers provide opportunities for all 4 sources to be available for teachers:**

**Mastery:** When teachers receive bitesize action steps or suggestions, when executed successfully, they see the benefits by witnessing student success or advancement.

**Vicarious:** Teachers have the opportunity to visit other classrooms and see strategies in action and resulting outcomes which allow for replication of high impact classroom strategies.

**Social Persuasion:** Teachers receive positive feedback so that they can be successful.

**Emotional & Physiological states:** Teachers engage in peer relationship-building that generates positive interaction between colleagues.

As a result of peer-peer observations that provide feedback that feeds forward, teachers are able to make connections to improve their own classroom practice and outcomes while collaborating to support a collective understanding of an instructional vision for the school. They work collectively towards **a more accurate assessment** of their current teaching and learning as it relates to expectations outlined in performance standards. This develops a deeper level of understanding of causal attributions (the cause/effect relationships or how a teacher is impacting learning), and feedback grounded in this allows a shift in the collective belief that all can effectively teach on behalf of all students.

## **Result 2: Increase effectiveness of teacher collaborative time**

**“Teachers working with their colleagues have the greatest impact on improving teaching practices. Classroom observations are a valuable source of professional growth for teachers...a means for teachers to observe, reflect on, and discuss their practices and to focus on individual, collegial, and schoolwide improvement.”**

**(Kachur, Stout, & Edwards, 2013)**

As teachers engage in peer observations, they are able to establish a deeper level of learning that directly influences all other collaborative times made available to them. Professional learning communities, common planning time, and other opportunities for sharing are enhanced by:

- **A common understanding** of the expectations of not just teaching but teaching *and* learning/as applied in the classroom
- **Growth in relationships** generated by sharing more directly in each others' work with students
- **Vicarious experiences** (literally seeing quality teaching and learning) that lead to deeper understanding of cause/effect relationships going on in the classroom

When teachers are provided the skills and strategies to engage in high quality observation and feedback practices, “the process includes real conversations about teaching, an understanding and use of common vocabulary, and teachers asking for and providing each other with assistance. Taken together, these benefits have the potential to raise the instructional capacity of a school to a higher level of continuous improvement and performance” (Kachur, Stout, & Edwards, 2013).

Imagine how these can improve lesson studies or how collaborative inquiry can become an integral part of the observation and feedback cycles as teacher data collection, analysis, and debriefs reach new levels. Our model of peer-peer observation and feedback focused on student engagement and learning strengthens the skills involved in the “three big ideas that form the basis for a PLC: (1) a focus on learning, (2) a collaborative culture and (3) a results orientation” (Dufour et al, 2016). Which is critical in that, “even teams in high-performing PLC’s can can stuck on teaching” (Many, Maffoni, Sparks, & Thomas, 2018).

Importantly, “research has also established that simply providing time for educators to meet will have no effect on student learning unless their meetings focus on the right work” (Saunders, Goldenberg, & Gallimore, 2009). Instead, we have come to understand that if schools want to improve student achievement, they need to shift the focus from “individual inspection of *teaching* [to] a focus on the collective analysis of evidence of student *learning*” (DuFour & Mattos, Ed Leadership 2013).

### **Result 3: Promotes a balance between human and social capital**

“We see professional capital as the key to scaling up change efforts from individuals to groups to schools and districts. Professional capital is a function of the interaction of three components: human capital, social capital, and decisional capital. For a principal, human capital refers to the human resource or personnel dimension.”

(Fullan, 2013)

#### **Human Capital**

Three dimensions of human capital development related to educators are commonly discussed in the literature:

**Preparation** - refers to how teachers and school leaders are prepared through training, certification, and licensure.

**Recruitment** - addresses how teachers and school leaders are recruited into the profession, including mentoring and induction programs for novice educators and mobility policies for all educators.

**Retention** - focuses on what is done to support educators once they are in the workforce, including professional development, compensation and incentives, and working conditions, as well as mechanisms for exiting ineffective educators.

Our approach to peer-to-peer observations primarily supports the last of these three (retention) as we are creating a feedback structure that serves as ongoing professional development for teachers regardless of the number of years in the classroom. It can also be applied to recruitment through training and support for new teacher mentors in effective observation and feedback practices—something New Milford Public Schools in New Milford, CT has done. The outcome of this is that teachers receive more frequent and more effective feedback—that it is more consistent between their supervisor and those who are mentoring and coaching.

#### **Social Capital**

Social Capital is best understood as the interactions and relationships among people within an organization. “Social capital in a school affects teachers’ access to knowledge and information; their senses of expectation, obligation, and trust; and their commitment to work together for a common cause” (Fullan, 2016). In addition to the peer-to-peer observations, social capital strategies such as professional learning communities or team-based professional learning generate an atmosphere of interaction towards the common goal of learning and builds a culture of growth.

#### **Finding Balance**

We need to find a balance between human and social capital, as you cannot have one without the other. Our model of peer observation and feedback is the fulcrum, as teachers become able to engage in not just the social capital strategies (relationship building), but also the human capital (talent development and retention). As a result, teachers feel less like their practice is being merely inspected and more as if they are receiving multiple inputs about the teaching and learning that is occurring within their classroom.