Cultivating a Collaborative Culture of Collective Efficacy to Positively Impact Student Learning

Charles A. Wagner, Ed.D.

Principal Academy

SCHOOL-UNIVERSITY RESEARCH NETWORK PRINCIPAL ACADEMY

William & Mary School of Education

FEEDBACK INCREASING THE AMOUNT AND QUALITY TO IMPROVE INSTRUCTION

— 2-PART WORKSHOP FOR SCHOOL LEADERS —

Part 1: November 15, 2019 (7 AM – 3 PM)

Part 2: January 16, 2020 (9 AM – 1 PM)

Part 1: How can school leaders provide feedback that is timely, useful, productive, and meaningful? We will explore the functions and values of feedback to teachers, practice giving and receiving feedback, discuss options for when feedback is effective, and learn strategies for transferring feedback into coherent, aligned, and measurable action in the classroom. The workshop is designed for active participation as we learn together how to support a rich culture for deeper learning in our classrooms and schools.

Part 2: What is the school leader’s role in facilitating dialogue, reflection, and goal setting with teachers as they end one school year and prepare for another? We will provide practical strategies for providing summative feedback to teachers, including planning, holding, and conducting conversations, establishing goals, and modeling reflective practice. This workshop will be highly participatory in nature, and we will encourage networking and making connections with our leaders.

Facilitators:
Amy Griffin, Ed.D., Executive Director, School University Research Network (SUMN) WMU School of Education
Chad Wagner Ed.D., Assistant Superintendent for Instruction, Gloucester County, VA Adjunct Faculty, William & Mary School of Education
• Who’s here?
• What’s your role?
• Whom do you supervise?
• What’s your professional why?

• Understand sources of self efficacy and how to promote them in schools;
• Recognize critical role of learning leadership in establishing and strengthening a culture of efficacy;
• Identify dimensions of Principal Support and explain their significance to culture of efficacy;
• Discuss examples of principal support and professional experiences that promote individual and collective efficacy;
• Affirm, reinforce, motivate, and encourage... you!
Faculty Trust in Students and Parents

Academic Optimism

Collective Efficacy

Academic Emphasis

Norms - unwritten and informal expectations which affect behavior

Shared Values - conceptions of the desirable

Tacit Assumptions – generalized ‘truths’ among members of an organization

Shared orientations that hold the school together and give it a distinctive identity
Since *Visible Learning* was first published, Hattie (2009) has continued to review research and identify variables that impact student learning. He recently added:

*Collective Teacher Efficacy* as the number one school-level effect on student learning ...the top of the list *(d = 1.57)!*
What is Collective Efficacy?

- The shared perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students.
- CE helps explain the differential effects that schools have on student achievement.

- Teachers with high sense of efficacy work harder and persist longer even when students are difficult to teach—in part because these teachers believe in themselves and in their students.

- Teachers’ sense of personal efficacy is higher in schools where other teachers and administrators have high expectations for students and where teachers receive help from their principals in solving instructional and management problems.

(Hoy & Woolfolk, 1993)
We Have the Ability to Impact Efficacy!

Contextual and demographic factors (e.g. school SES, faculty experience, students' prior academic performance) accounted for less than half (46 percent) of the differences in CE between schools. In other words, learning leaders can make positive contributions in building individual and collective efficacy.

(Goddard & Skrla, 2006)

Developing collective efficacy requires attending to self-efficacy first...but how?
Sources of Self-Efficacy Information

- Mastery experiences
- Vicarious experiences
- Social persuasion
- Emotional & Physiological State

(Bandura, 1997)

Mastery Experience

- The most powerful source of efficacy information
- Success in achieving a specific goal builds efficacy
- Efficacy is NOT enhanced when success is achieved through extensive external assistance

Vicarious Experience

- Models of successful teaching are the basis for deciding that the teaching task is manageable and that situational and personal resources are adequate
- Watching others teach in skillful and adept ways—especially observing admired, credible, and similar models—can affect the observer’s personal teaching competence and contribute to efficacy
Social Persuasion

• Experts, supervisors, and peers can provide valuable information about how a teacher’s capabilities match contextual demands
• Provides encouragement and feedback to refine teaching performance

Emotional & Physiological State

• Situations initially perceived as stressful or threatening contribute to a teacher’s beliefs about capability and functioning

School Leaders Can Build Collective Efficacy

• Build instructional knowledge and skills.
• Collect classroom data and provide actionable formative feedback about teachers’ pedagogy that yields stronger student performance.
• Create opportunities for teachers to collaboratively share skills and experiences.
At your table, share some of your own examples of these different sources of self-efficacy information. What works, and how?

Constructive-Developmental Theory Highlights Challenges of Providing Feedback

• It’s not just what we do or say as leaders when giving feedback that matters developmentally; it’s also how we and those receiving the feedback make sense of our experiences—and what’s at stake for us on the inside—that illuminates our meaning making.

Understanding the different ways adults “know” and interpret the world can help us consider the developmental fit between the strengths and capacities of those to whom we provide feedback and what we ask them to do with it. Can you recognize these different types of people?

• Just tell me what to do.
• Make me feel valued.
• Let me demonstrate my competency.
• Let’s figure this out together.
How do you tailor feedback to meet the different needs—*readiness* and *receptive*—of your teachers or team members?

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Leadership</td>
<td></td>
</tr>
<tr>
<td>• behavior of the principal that is supportive and egalitarian</td>
<td></td>
</tr>
<tr>
<td>• principal is considerate, helpful, and genuinely concerned about the welfare of teachers</td>
<td></td>
</tr>
<tr>
<td>• principal lets faculty know what is expected of them and maintains definite standards of performance</td>
<td></td>
</tr>
</tbody>
</table>
Four Aspects of Principal Support
Based on House's Theory of Social Support (1981)

- **Emotional** - empathy, caring, and trust
- **Instrumental** - behaviors that directly help the person accomplish the task
- **Professional** - information to help coping with personal and environmental problems
- **Appraisal** - provides data for self-evaluation and reflection

Research Has Generated and Refined the Construct of Principal Support (DiPaola, 2012)

- **Expressive Support** - degree to which teachers in the school view their principal as providing emotional and professional support.
- **Instrumental Support** - extent to which teachers perceive their principal as providing support in terms of time, resources, and constructive feedback to effectively accomplishing the teaching task.

More recent research suggests that, regarding developing/maintaining respectful relationships, expressive (affective) support was found to be more influential than instrumental (technical) support and PD in eliciting “extra-role” behavior from teachers.

(Clement, Erdogan, & DiPaola, 2019)
What are some ways you can increase teacher efficacy?

- Mastery Experiences
- Vicarious Experiences
- Social Persuasion
- Emotional & Physiological State

Table Teams – Synergy & Synthesis

Follow directions on the handouts at your table.

Use the thinking tools in your handouts to identify processes and actions that you will initiate to impact Collective Efficacy

CE-Scale Short Form

Directions: Please indicate your level of agreement with each of the following statements about your school from strongly disagree to strongly agree. Your answers are confidential.

1. Teachers in the school are able to get through to the most difficult students. ( ) ( ) ( ) ( ) ( )
2. Teachers here are confident they will be able to motivate their students. ( ) ( ) ( ) ( ) ( )
3. It is a child doesn’t want to learn teachers here give up. ( ) ( ) ( ) ( ) ( )
4. Teachers here don’t have the skills needed to produce meaningful student learning. ( ) ( ) ( ) ( ) ( )
5. Teachers in this school believe that every child can learn. ( ) ( ) ( ) ( ) ( )
6. These students come to school ready to learn. ( ) ( ) ( ) ( ) ( )
7. Home life provides so many advantages that students here are bound to learn. ( ) ( ) ( ) ( ) ( )
8. Students here just aren’t motivated to learn. ( ) ( ) ( ) ( ) ( )
9. Students in this school do not have the skills to deal with student disciplinary problems. ( ) ( ) ( ) ( ) ( )
10. The opportunities in this community help ensure that these students will learn. ( ) ( ) ( ) ( ) ( )
11. Learning is more difficult at this school because students are worried about their safety. ( ) ( ) ( ) ( ) ( )
12. Drug and alcohol abuse in the community make learning difficult for students here. ( ) ( ) ( ) ( ) ( )
1. Review the CE Survey below with your table team. As a team, select 1-2 items from the survey that interest you, and that you believe teachers in your school (or district) would answer less favorably. Why? Using Slide 12 as a guide, identify some of the cultural “expressions” of these items in your school. How are these items expressed in terms of teachers’ beliefs and behaviors?

2. Brainstorm examples of types of experiences that teachers would benefit from that could result in stronger “agree” measures for the survey items you selected. How would you characterize these experiences according to (a) the sources of self-efficacy (Slides 22-26), and (b) aspects of the Principal Support Scale? (see app for handouts)

Example

Survey Item 1: #8 - Students here just aren’t motivated to learn.

<p>| 'Cultural Expressions' in the School or Workplace |</p>
<table>
<thead>
<tr>
<th>Beries/Disposition About it</th>
<th>Behavior/Actions That Demonstrate &amp; Embrace it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identity Desired Mastery Experience(s) in Blue Box

Principal Supports & Professional Experiences Required

- [ ] Professional supports
  - [ ] Deepen teacher awareness of the importance of self-efficacy and how it impacts student learning
  - [ ] Provide targeted professional development opportunities for teachers
- [ ] Instrumental support
  - [ ] Develop a culture of collaboration and shared responsibility for student success
  - [ ] Provide support for teacher evaluation and professional improvement

- [ ] Instrumental support
  - [ ] Develop a culture of collaboration and shared responsibility for student success
  - [ ] Provide support for teacher evaluation and professional improvement

- [ ] Professional supports
  - [ ] Deepen teacher awareness of the importance of self-efficacy and how it impacts student learning
  - [ ] Provide targeted professional development opportunities for teachers
Implications for Practice

- Visit classrooms often and collect data on both teacher and student behaviors
- Share data with teachers so they can timely analyze those data
- Meet to discuss data analyses and next steps to address discrepancies
- Talk about learning – not about teaching

Implications for Practice

- Be mindful of how to connect next steps with building teacher efficacy
- Work to build a community of learners who assist one another in meeting school goals
- Learning is hard work – engage in dialogue, dive deeply into data, and be change agents – learning is hard work
- This work is challenging – enjoy the challenge – error is the best way to learn
Significance of Collective Teacher Efficacy

A strong school culture of efficacy promotes high student achievement, in part, because it leads to the acceptance of challenging goals, strong organizational effort, and a persistence that leads to better performance.

Foster and promote

It brings together diverse thinkers who engage in authentic conversation that can help shift our thinking, which inspires us to grow as learners.

Chuck Wagner
cawag1@wm.edu
References