

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

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)
3. Use these ideas to complete the process tool to identify experiences or learnings at your school (or in your context) that need to be (a) initiated or (b) improved to strengthen sources of self-efficacy and promote teacher progression toward more mastery experience. Identify specific, tangible steps you can take to facilitate this progression. What needs to occur first, and why is this important? What barriers exist and how can they be overcome?

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.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers in the school are able to get through to the most difficult students.	①	②	③	④	⑤	⑥
2. Teachers here are confident they will be able to motivate their students.	①	②	③	④	⑤	⑥
3. If a child doesn't want to learn teachers here give up.	①	②	③	④	⑤	⑥
4. Teachers here don't have the skills needed to produce meaningful student learning.	①	②	③	④	⑤	⑥
5. Teachers in this school believe that every child can learn.	①	②	③	④	⑤	⑥
6. These students come to school ready to learn.	①	②	③	④	⑤	⑥
7. Home life provides so many advantages that students here are bound to learn.	①	②	③	④	⑤	⑥
8. Students here just aren't motivated to learn.	①	②	③	④	⑤	⑥
9. Teachers in this school do not have the skills to deal with student disciplinary problems.	①	②	③	④	⑤	⑥
10. The opportunities in this community help ensure that these students will learn.	①	②	③	④	⑤	⑥
11. Learning is more difficult at this school because students are worried about their safety.	①	②	③	④	⑤	⑥
12. Drug and alcohol abuse in the community make learning difficult for students here.	①	②	③	④	⑤	⑥

Operationalizing Principal Support

Professional Support

- **My principal gives me undivided attention when I am talking.**
- **My principal is honest and straightforward with the staff.**
- **My principal provides opportunities for me to grow professionally.**
- **My principal encourages professional growth.**

SOURCE: <http://wmpeople.wm.edu/site/page/mfdipa/researchtools>

Operationalizing Principal Support

Emotional Support

- **My principal gives me a sense of importance that I make a difference.**
- **My principal supports my decisions.**
- **My principal trusts my judgment in making classroom decisions.**
- **My principal shows confidence in my actions.**

SOURCE: <http://wmpeople.wm.edu/site/page/mfdipa/researchtools>

Operationalizing Principal Support

Appraisal Support

- **My principal offers constructive feedback after observing my teaching.**
- **My principal provides frequent feedback about my performance.**
- **My principal helps me evaluate my needs.**
- **My principal provides suggestions for me to improve instruction.**

SOURCE: <http://wmpeople.wm.edu/site/page/mfdipa/researchtools>

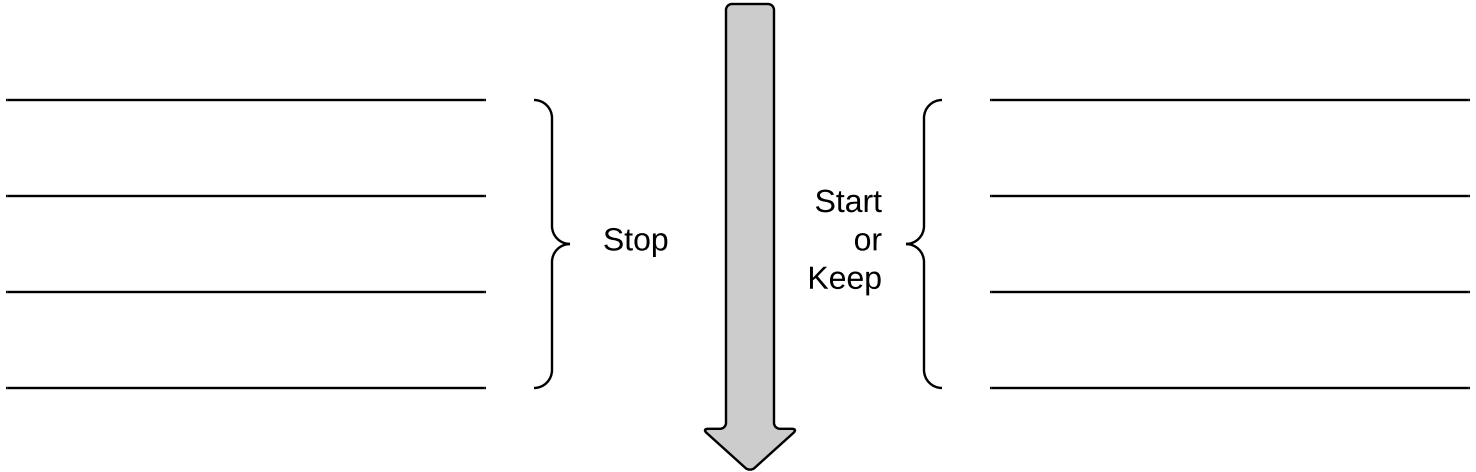
Operationalizing Principal Support

Instrumental Support

- **My principal provides adequate planning time.**
- **My principal provides time for various nonteaching responsibilities.**
- **My principal provides extra assistance with I become overloaded.**
- **My principal equally distributes resources and unpopular chores.**

SOURCE: <http://wmpeople.wm.edu/site/page/mfdipa/researchtools>

**Identify Desired Mastery Experience(s)
in this box**



Principal Supports & Professional Experiences Required

Expressive Supports

Instrumental Supports

Emotional Support Actions

- ▶ "trust teacher judgment in making classroom decisions"
- ▶ "give teachers a sense that they make a difference"

Using the blank organizer, identify & briefly describe what you will do...

Instrumental Support Actions

- ▶ "equally distribute resources and unpopular tasks"
- ▶ "provide time for non-teaching responsibilities"

Using the blank organizer, identify & briefly describe what you will do...

Professional Support Actions

- ▶ "provide opportunities for professional growth"
- ▶ "improve communication with teachers"
- ▶ "demonstrate honesty and straightforward interactions with teachers"

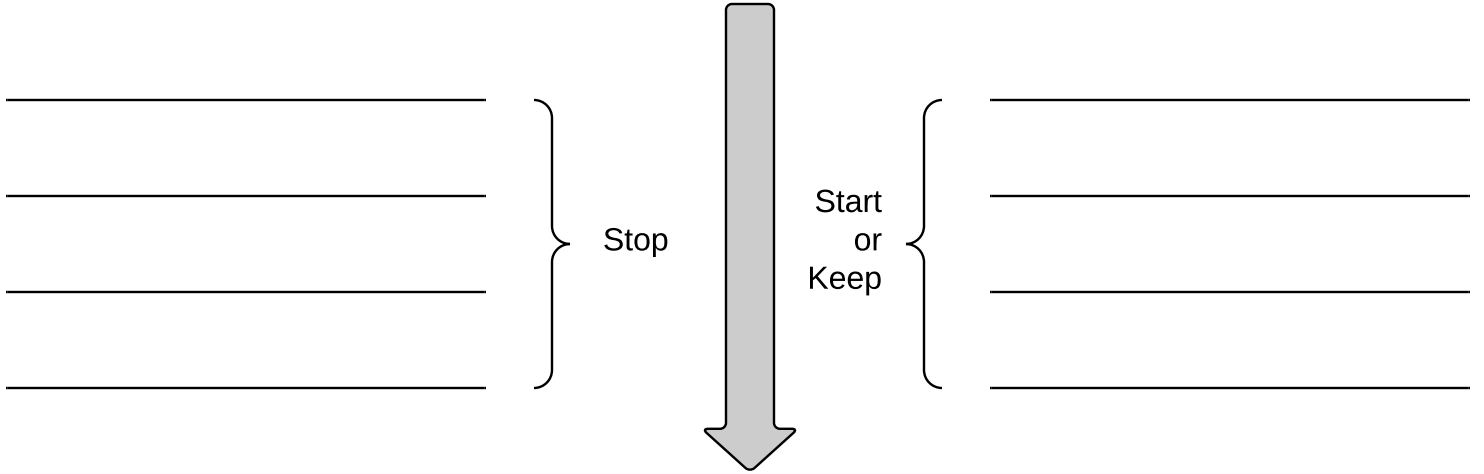
Using the blank organizer, identify & briefly describe what you will do...

Appraisal Support Actions

- ▶ "provide frequent formative feedback"
- ▶ "provide opportunities to grow"

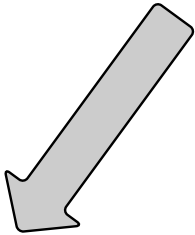
Using the blank organizer, identify & briefly describe what you will do...

Empty rectangular box for notes or title.

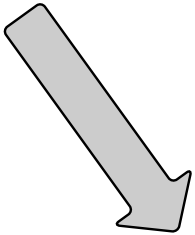


Principal Supports & Professional Experiences Required

Expressive Supports



Instrumental Supports



Emotional Support Actions

Instrumental Support Actions

Professional Support Actions

Appraisal Support Actions