

COLLECTIVE TEACHER EFFICACY

EFFECT SIZE: 1.34**High-Quality Instruction
Cycle Connection:**

Step 1: Goals and Outcomes
Step 2: Planning Instruction
Step 4: Assessments
Step 5: Data and Reflection

**Utah Effective Teaching
Standards Alignment:**

- Standard 5, Element 2

**Personalized, Competency
Based Learning Framework
Essential Component:**

Culture of Learning
Demonstrated Competency
and Assessment
Customized Supports

WHAT?

Collective Teacher Efficacy refers to the shared belief that through their collective action, teachers can influence student outcomes and increase achievement for all students (Donohoo 2017). Hattie (2018) explains collective teacher efficacy goes beyond “growth mindset” and is a belief that a group of teachers “can make the difference.” In addition, this belief must be fueled by evidence that student learning is indeed increasing. Collective teacher efficacy is not a classroom strategy, rather it is a systems-level approach to supporting teachers and ultimately, students.

WHY?

The effect size of collective teacher efficacy is 1.34 which is more than three years of growth for one year of learning and has the potential to considerably accelerate student learning. The effect size of collective teacher efficacy was recently revised and is still cited as 1.57 in much of the research. Even at 1.34, this practice is more than two times as influential as socioeconomic status (0.52) on student achievement. In addition, teachers’ job satisfaction can increase, and burnout can be mitigated when collective teacher efficacy is achieved.

(Continued)

HOW?

Collective teacher efficacy is built on the foundational belief that all staff members share responsibility for student success. Collective teacher efficacy involves a critical mass of people doing the hard work of selecting evidence-based practices to address student learning needs, learning whether and why the strategies worked (or didn't work), and making any necessary modifications. Collective efficacy is strengthened when increases in student achievement are realized based on the sustained efforts of highly capable teams within the school.

Jenni Donohoo (2017) identifies six conditions that cultivate collective teacher efficacy: 1) teacher influence on decision making, 2) faculty consensus on goals, 3) teachers' knowledge of one another's work, 4) cohesive beliefs about fundamental educational issues, 5) responsive leadership, and 6) effective intervention systems.

PREPARATION:

- Set school goals collaboratively among teachers and school leader(s).
- Develop a schedule with dedicated team time and peer observation opportunities.
- Establish the conditions for data analysis meetings.
- Set high expectations for all students.
- Select evidence-based practices that support at least one year's growth for one year's instruction.
- Develop effective systems of intervention to help ensure all students are successful.

IMPLEMENTATION:

System Leader Actions

- Supports coherence and alignment across the system and avoids unintentional and/or unnecessary silos.
- Makes student data easily accessible and available for teacher analysis.
- Aligns professional learning opportunities with student learning needs.

School Leader Actions

- Helps teachers see the successes they are having and points out how teams overcome difficulties through persistent effort.
- Assists other teachers to see the successes of their peers (build vicarious experiences) through skill modeling/classroom observations.
- Helps teachers understand the cause and effect of their actions.
- Shares and celebrates successes often.
- Seeks consensus on school-wide goals.
- Aligns professional learning opportunities with student learning needs.

(Continued)

- Includes teachers in important school-wide decisions.
- Implements collaborative inquiry around student learning needs.
- Interprets data with teacher teams.
- Monitors and assesses goals often.
- Protects teachers from issues that detract from teaching time and focus.

Teacher Actions

- Uses data to distinguish successes and areas of growth within the team's control.
- Avoids getting stuck in unhelpful stories which can lead to false barriers.
- Demonstrates "confident humility" by being secure enough in one's expertise and strengths to admit gaps in one's knowledge, skills, and/or experience.
- Participates in identifying and brainstorming problems of practice in a safe and supportive team environment.
- Co-constructs goals with team members and school staff.
- Implements evidence-based practices successfully.
- Embraces change and demonstrates the willingness and ability to think "outside the box."
- Gains intimate knowledge about peers' practices.

Student Look-Fors

- Demonstrates at least one year's growth for one year's instruction.
- Trusts teacher(s) to understand and accommodate their learning needs.
- Views teacher(s) as capable of impacting their academic success.

Reflection

- To what degree does our team believe in our ability to impact student success?
- How motivated is our team to collaborate and adapt to challenges?
- How well did we "stick" to what we "picked" to address student needs?
- To what degree did the practices and interventions we implemented impact student learning?
- To what degree do our team meetings allow members the space to be vulnerable and talk about our challenges?
- To what degree do we trust each other as teammates?
- How familiar are we with each other's work?

Go Deeper—Resources to learn more

Donohoo, J. (2017). Collective teacher efficacy, the effect size, re-search, and six enabling conditions: <https://www.jennidonohoo.com/post/collective-teacher-efficacy-the-effect-size-research-and-six-enabling-conditions>

(Continued)

Donohoo, J., Katz, S. (2019). What drives collective efficacy? Educational Leadership, 76(6), 24–29: <https://www.ascd.org/el/articles/what-drives-collective-efficacy>

DeWitt, P. (2019). How collective teacher efficacy develops. Educational Leadership, 76(6), 31–35: <https://www.ascd.org/el/articles/how-collective-teacher-efficacy-develops>

Bolton, D. L., & Elmore, J. M. (2016). The Role of Assessment in Empowering/Disempowering Students in the Critical Pedagogy Classroom. Counterpoints, 492, 137–150: <http://www.jstor.org/stable/45157508>

[Corwin]. (2023, May 8). Adaptive Challenges, Collective-Efficacy, & More with Jennie Donohoo and Steven Katz [Video]. YouTube: <https://www.youtube.com/watch?v=RzmRrnV0Ufg>

[A Leap 4 Principals]. (2018, August 11). Collective Teacher Efficacy, John Hattie [Video]. YouTube: <https://www.youtube.com/watch?v=UCMV692itfg>

Yurt, E (2022). Collective teacher self-efficacy and burnout: the mediator role of job satisfaction. International Journal of Modern Education Studies, 6(1), 51-69: <http://dx.doi.org/10.51383/ijonmes.2022.168>

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17, 783-805. [Teacher Sense of Efficacy Scale \(TSES\)](https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/2/5604/files/2018/04/TSES-scoring-zted8m-1s63pv8.pdf): <https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/2/5604/files/2018/04/TSES-scoring-zted8m-1s63pv8.pdf>

Hoogsteen, T.J. Collective efficacy: toward a new narrative of its development and role in achievement. Palgrave Commun 6, 2 (2020): <https://doi.org/10.1057/s41599-019-0381-z>



HOME CONNECTIONS

Implement regular and ongoing ways to share and celebrate student and team successes, such as school and/or team newsletters, communication apps, social media, etc. In addition, share the practices teachers have implemented to support these successes.

For further information, please contact:
Jennifer Throndsen, Director
Teaching and Learning
Jennifer.Throndsen@schools.utah.gov