

Coaching Teams: Building Collective Efficacy



1 The Power of Collective Efficacy

In the 1970s, Albert Bandura, a psychologist at Stanford University, uncovered an interesting pattern in working-group dynamics. He observed (1977) that a group's confidence in its abilities seemed to be associated with greater success. In other words, the assurance a person places in his or her team affects the team's overall performance. Researchers have since found this to be true across many domains. When a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups *are* more effective. For example, in communities where neighbors share the belief that they can band together to overcome crime, there is significantly less violence (Sampson, Raudenbush, & Earls, 1997). In companies, when team members hold positive beliefs about the team's capabilities, there is greater creativity and productivity (Kim & Shin, 2015). And in schools, when educators believe in their combined ability to influence student outcomes, there are significantly higher levels of academic achievement (Bandura, 1993).

Bandura named this interesting pattern in human behavior "collective efficacy," which he defined as "a group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment" (Bandura, 1997, p. 477). There have been many studies investigating collective efficacy in schools—this is not a new topic. By the turn of the century, collective teacher efficacy had been operationalized and instruments had been developed to measure it (Goddard, 2002). Models for collective efficacy in schools have been tested and refined, with researchers finding that as successes and support strengthen teachers' confidence in their teams, student achievement increases as well (Goddard, Hoy, & Woolfolk Hoy, 2004; Adams & Forsyth, 2006).

Rachel Eells's (2011) meta-analysis of studies related to collective efficacy and achievement in education demonstrated that the beliefs teachers hold about the ability of the school as a whole are "strongly and positively associated with student achievement across subject areas and in multiple locations" (p. 110). On the basis of Eells's research, John Hattie positioned collective efficacy at the top of the list of factors that influence student achievement (Hattie, 2016). According to his Visible Learning research, based on a synthesis of more than 1,500 meta-analyses, collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more predictive of student achievement than student motivation and concentration, persistence and engagement (see fig. 1).

Figure 1. Factors Influencing Student Achievement

The Power of Collective Efficacy-table

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior Achievement	0.65
Socioeconomic Status	0.52
Home Environment	0.52
Parental Involvement	0.49
Motivation	0.48
Concentration/Persistence/Engagement	0.48
Homework	0.29

Note: Effect sizes are based on Cohen's d. The average effect size is $d=0.40$. This average summarizes the typical effect of all possible influences on education.

Source: John Hattie

2 Cultural Beliefs

Since collective efficacy influences how educators feel, think, motivate themselves and behave (Bandura, 1993), it is a major contributor to the tenor of a school's culture. When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success. A shared language that represents a focus on student *learning* as opposed to *instructional compliance* often emerges. The perceptions that influence the actions of educators include "We are evaluators," "We are change agents," and "We collaborate." Teachers and leaders believe that it is their fundamental task to evaluate the effect of their practice on students' progress and achievement. They also believe that success and failure in student learning is more about what they did or did not do and they place value in solving problems of practice together (Hattie & Zierer, 2018). When efficacy is present in a school culture, educators' efforts are enhanced— especially when they are faced with difficult challenges. Since expectations for

success are high, teachers and leaders approach their work with an intensified persistence and strong resolve.

In addition, collective efficacy influences student achievement indirectly through productive patterns of teaching behavior. Such behaviors include implementing high yield strategies—for example, integrating literacy instruction in content-area classrooms (Cantrell & Callaway, 2008), soliciting parental involvement (Kirby & DiPaola, 2011) and finding productive ways to deal with problem behavior (Gibbs & Powell, 2011). Clearly, collective efficacy has a large ripple effect.

Conversely, if educators' perceptions are filtered through the belief that there is very little they can do to influence student achievement, negative beliefs pervade the school culture. When educators lack a sense of collective efficacy, they do not pursue certain courses of action because they feel they or their students lack the capabilities to achieve positive outcomes. The culture reflects a solemn satisfaction with the status quo. School communities experience an inclination to stop trying, decreased expectations and lower levels of performance (Tschannen-Moran & Barr, 2004). In addition, when collective teacher efficacy is lacking, educators are more likely to ascribe failure to students' lack of ability, seek exclusion for challenging students (Gibbs & Powell, 2011) and experience higher levels of stress (Klassen, 2010; Lim & Eo, 2014). Conversations are often reflective of external blame or an "us" versus "them" mentality.

3 The Role of Evidence

So how do school leaders build collective efficacy? The primary input is *evidence of impact*. When instructional improvement efforts result in improved student outcomes that are validated through sources of student learning data, educators' collective efficacy is strengthened. Evidence of collective impact, in turn, reinforces proactive collective behaviors, feelings, thoughts and motivations. Bandura referred to this as "reciprocal causality" (Bandura, 1993), noting that collective efficacy is a social resource that does not get depleted by its use; it gets renewed.

It is essential, therefore, to help educators make the link between their collective actions and student outcomes. To understand collective impact, teams need to determine if changes in classroom practice positively influenced student outcomes by examining specific evidence of student learning. They need to hear from students about their learning, their progress, their struggles and their motivation to keep learning. They need to examine student artifacts such as assignments, tests, portfolios and other indicators of daily progress. With all these activities, the key is making the link between teachers' actions and student outcomes explicit, so that teachers understand that the factors behind student progress are within their collective sphere of influence.

School leaders play a key role in creating non-threatening, evidence-based instructional environments. By promoting a culture of collaboration focused on "knowing thy collective impact," leaders have the potential to support school improvement in ways that positively influence teachers' collective efficacy beliefs and thus promote student achievement. Leaders do this by engaging in conversations with teachers about the meaning of impact,

about the difference between achievement goals and progress and about the use of dependable evidence. These conversations help to shift educators' thinking from task-related concerns (for example, "How much of my time is x going to require?" or "How will I manage x as part of my daily routine?") to broader impact concerns ("What was the impact when I did x?" "How did x affect the students in my classroom?" "How can we work together to make x even better?"). Teachers can increasingly orient their work around outcomes: "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?"

Leaders can also influence collective efficacy by setting expectations for formal, frequent and productive teacher collaboration and by creating high levels of trust for this collaboration to take place. "Productive" means that teachers' collaborative efforts can help to account for consequences in the classroom. The emphasis should be on identifying student learning needs and detecting problems that need to be addressed in classrooms, using a variety of evidence to determine if approaches made a difference and making adjustments as necessary. When leaders ensure that dependable, high trust, collaborative structures are in place, teachers learn from and with one another and build common understandings. Teachers need to see how collecting evidence fits into their daily routines, how they can use daily evidence to determine impact and how they can make adjustments to their classroom practices when results aren't demonstrating increases in student outcomes.

Building common conceptions of progress requires more than just the structures that increase forms of collaboration. Hargreaves and Fullan (2012) warn about "administrative contrivances" that become artificial and short-lived. In addition, the collective impact typically only occurs where there are high levels of social sensitivity among the group members. Therefore, school leaders must foster empathy and effective interaction among teams. Administrators can model social sensitivity by paying close attention to verbal and nonverbal clues and exercising situational awareness— including heightened awareness of the undercurrents that have the potential to derail joint problem-solving (Marzano, Waters, & McNulty, 2005). When leaders have a pulse on the emotional tone of the team, they can anticipate potential pitfalls that might occur during collaboration, sense when tensions rise and not only have the fortitude to address the issues, but do so in a way that is respectful to the feelings and viewpoints of others.

4 Resetting the Narrative

Team members' confidence in each other's abilities and their belief in the impact of the team's work are key elements that set successful school teams apart. Publicly seeking evidence of positive effects on student learning does not happen serendipitously or by accident and neither does a sense of psychological safety. School leaders must work to build a culture designed to increase collective teacher efficacy, which will affect teachers' behavior and student beliefs. The power and promise of collective efficacy is that it can be influenced within schools, so focusing on it as a change point is a viable path to greater student achievement, greater commitment to learning and a more inviting place to come and learn. The greatest power that principals have in schools is that they can control the narrative of the school. If the narrative is about bus timetables, tweaks in the curriculum and test schedules, this percolates through the school as the purpose of schooling—compliance to

procedures. In such schools, students think learning is coming to school on time, sitting up straight, keeping quiet and watching the teacher work. But if instead the narrative is about high expectations, growth in relation to inputs, what it means to be a “good learner” in various subjects and what impact means, then teachers and students will think about learning in a different way. They will believe that learning is about challenge, about understanding and realizing high expectations and that setbacks are an opportunity to learn. Students will also believe that coming to school means investing energy in deliberate practice.

Success lies in the critical nature of collaboration and the strength of believing that together, administrators, faculty and students can accomplish great things. This is the power of collective efficacy.

References: Donohoo, J., Hattie, J., & Eellis, R. (2018). The Power of Collective Efficacy. *ASCD*, 75(6), <https://www.ascd.org/el/articles/the-power-of-collective-efficacy>

Collective Teacher Efficacy



Overview

Collective Teacher Efficacy (CTE) is the perception of a group of educators about their ability to positively affect student learning.

When CTE is High in Schools, Educators...

- ☒ Find new ways to tackle difficult challenges
- ☒ Have high expectations for improving instruction and student learning
- ☒ Are open to new ideas
- ☒ Are willing to experiment
- ☒ Are resilient
- ☒ Work collaboratively
- ☒ Welcome parent participation

When CTE is Low in Schools, Educators...

- ☒ Extend less effort
- ☒ Give up more easily
- ☒ Perform at lower levels
- ☒ Experience burnout more often
- ☒ Feel isolated
- ☒ Experience more uncertainty

(Brinson & Steiner, 2007)

"Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, and set more challenging goals."

(Donohoo, 2017)

Why is CTE Important?



Improves student performance



Builds educator confidence for addressing the needs of all students



Fosters teacher commitment



Enhances parent-teacher relationships

(Brinson & Steiner, 2007)

Leaders Should

- ★ Value and model collaboration
- ★ Support professional learning on effective collaboration skills

- ★ Establish a collaborative culture
- ★ Involve teachers in school decision making

- ★ Encourage creativity
- ★ Focus goals on student needs
- ★ Build a culture of trust

So that Educators



Framework for Thinking and Working Like a Coach: Supporting Individuals and Teams

Tenets	Leadership and Coaching Actions	Purpose
1. Thinking About Individuals and Systems Simultaneously	Engage in Reflection: - How clearly have the system-wide change efforts been communicated to teachers across the grades? - How can the work with individual teachers fit within the larger framework for change?	To adopt a dual focus on individuals and systems Goal: Build collective capacity toward common, effective literacy instructional practices.
2. Adopting Coaching Tools and Roles	Build a Facilitator Toolbox: - Provide safe learning opportunities for individuals and groups to increase collective capacity. - Use clear agendas and discussion protocols that guide teacher, coach, student work, discussion and interactions.	To adopt a balance between responsive and direct coaching approaches Goal: Develop facilitative skills to promote teacher ownership and understanding of instructional practices.
3. Differentiating Professional Learning Experiences	Differentiate Coaching Activities for Individuals/Groups: Levels of Coaching Intensity: Level 1: Building Relationships Level 2: Analyzing Practice Level 3: Making Teaching Public	To adopt practices which differentiate professional learning Goal: Apply Levels of Intensity as a tool for differentiation of supports.
4. Developing an Environment Conducive to Coaching	Develop a System-Wide Readiness for Coaching: - Establish a literacy leadership team to facilitate discussions on literacy teaching, learning and coaching. - Engage in principal coaching chats with teachers to express the importance and support of coaching as a professional learning tool.	To adopt a school environment conducive to coaching Goal: Create an environment for coaching where all teachers engage in the process of change and coaching is viewed as an essential impetus for transformation and student learning.

Definition of a Literacy Coach

A literacy coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with educators as adult learners. The coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations and data chats with teachers to build teacher and school capacity to improve student achievement for all.

Domains and Standards: Literacy Coaching

A. Knowledge of and ability to apply effective methods for planning, implementing and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Coaches will demonstrate their abilities in and understanding of:

1. Instructional design and planning strategies that support teachers in developing engaging, effective, standards-aligned lessons (e.g., stacking benchmarks, curriculum mapping, vertical progression of the standards).
2. How to align instruction and intervention to a logical scope and sequence of reading skill development.
3. The application of standards-aligned systematic instruction and intervention for language and literacy development.
4. The stages of language and literacy development for all students.
5. The strategic use of evidence-based instructional practices grounded in the science of reading.
6. Literacy learning processes and language development of English Language Learners and Students with Disabilities in collaboration with English for Speakers of Other Languages and Exceptional Student Education departments.
7. Multi-Tiered System of Support and evidence-based practices, programs and interventions.
8. How to use student data to make instructional decisions.
9. The role of student motivation and active engagement in developing literacy.
10. How to analyze the effectiveness of lessons, instructional materials and assessments using a variety of techniques (e.g., lesson plans, formative/summative assessments and student work samples).
11. How to observe and analyze the implementation of instructional practices and determine the effectiveness of teaching and learning in order to provide instructional support.
12. Developing a plan for effective coaching conversations informed by observations, data analysis and classroom artifacts.

B. Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities. Coaches will be able to:

1. Determine appropriate area of focus based on observational data aligned to goals (e.g. school goals, coaching goals, learning goals, teacher goals).
2. Identify and apply appropriate student progress monitoring instruments and assist with data analysis after students are assessed.
3. Evaluate data in addressing specific goals.
4. Identify and apply appropriate data collection methods that assist colleagues in developing action plans.
5. Identify and apply appropriate data collection methods that measure the effectiveness of professional learning.
6. Observe classroom instruction and active student engagement to collect data that informs the analysis of teaching and learning.
7. Analyze and interpret data to identify trends and patterns.
8. Collaborate with administration, instructional leaders and teachers to develop a professional learning action plan that is informed by data analysis.
9. Facilitate the implementation of an action plan based on data analysis.
10. Analyze and evaluate school, teacher and student outcomes to determine follow-up actions.

C. Knowledge of and ability to apply effective pedagogy and andragogy. Coaches will be able to:

1. Identify and apply foundational principles of how students learn.
2. Identify and apply foundational principles of adult learning theory.
3. Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth in a variety of settings, including elementary self-contained and departmentalized classrooms, secondary classrooms, content area classrooms, prioritizing English Language Arts and reading.
4. Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).
5. Identify and apply appropriate strategies and resources for planning, facilitating and evaluating professional learning (e.g. use of the Florida's Professional Learning Standards) aligned with school and district goals.
6. Identify and apply scaffolding strategies that address the strengths and needs of individual students and small groups (e.g., differentiation of instruction for individual students and small groups based on strengths and areas of growth).

D. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture. Coaches will be able to:

1. Identify and apply systems that foster an inclusive and collaborative culture (e.g., trust, confidentiality).
2. Identify and apply strategies that build effective teams
3. Identify the strengths and needs of colleagues to engage in effective collaboration.
4. Identify and apply appropriate practices to communicate across lines of difference (e.g., critical reflection, negotiate and clarify meaning, constructively challenge each other's thinking).
5. Determine and use appropriate strategies for facilitating dialogue that ensures equitable participation in small and large group settings (e.g., protocols that ensure all participants contribute to discussion and reflection).
6. Determine and apply strategies that promote collective responsibility for student and professional learning (e.g., Professional Learning Communities, collaborative planning, lesson study).
7. Establish a coach/teacher partnership agreement.
8. Establish a principal/coach partnership agreement.

E. Ability to grow professionally. Coaches will be able to:

1. Analyze individual performance data to determine and engage in professional learning to broaden personal coaching and instructional knowledge.
2. Seek and demonstrate understanding of current evidence-based instructional practices.
3. Seek, determine and utilize appropriate collaborative partnerships with professional learning groups to expand knowledge and improve coaching practices.

Relationships in Schools

Different teams may portray different characteristics. The goal for coaching and leadership in working with teams is to strive for collegiality. **Collegiality** is when educators work together, learn together and grow together. When adults talk with one another, observe one another and help one another, they can achieve maximum student achievement (Barth, 2006).

What are the characteristics of different teams?

Parallel Play	Adversarial
Congenial	Collegial

How can leaders promote collegiality?

- 1. T_____ about _____.
- 2. Share _____.
- 3. O_____ one _____.
- 4. Root _____.



Reflection: How does knowing about the different relationships in schools inform your coaching?

Steps to Reframing a Gripe Into a Goal

	Reframing a gripe into a goal can help teams become open to solutions. By redefining a problem, we open new pathways to turn the impossible into the possible! 	
Step	Action	Language Stems
1	Detail the concern or issue into one sentence.	My frustration is that... My gripe is that... My difficulty is...
2	Describe it with one sentence.	My real concern is...
3	State your concern as a wish.	What I'm really wishing for is...
4	Describe your wish as a goal. What do you want to make happen?	Therefore, my goal is... Therefore, my goal is HOW to...

Gripe to Goal Example

 Gripe	 Reframing to a Goal
"I never have enough time to get to small group instruction. I need more time!"	1. <i>My frustration is that...</i> my literacy block is not long enough to fit it all in.
	2. <i>My real concern is that...</i> I have students who are not getting all they need during whole group instruction.
	3. <i>What I'm really wishing for is...</i> to find time to meet with students in small group to support their learning.
	4. <i>Therefore, my goal is...</i> to look at how I can shorten whole group instruction to make time for small group.

Coaching Practice Scenario: Team Gripe to Goal

Team Gripe



During a grade-level planning session, teachers express multiple concerns about the lack of quality work students produced on recent culminating tasks.

Reframing Gripe to Goal: Coach Facilitated



Team Discussion	Coaching Moves
Step 1: “We are frustrated by the lack of quality student work after the tasks we assigned.”	Summarize: <i>I am hearing frustration and disappointment in the amount of effort the students put into the culminating learning task. (Coach hears agreement.)</i> Questioning to gather information: <i>What is the concern we have about that lack of effort?</i>
Step 2: “We are concerned that students don’t understand what is really expected of them.”	Paraphrasing to confirm understanding: <i>Seems we wish the students had a better understanding of the expectations of the final product. (Coach hears consensus.)</i> Probe for positive intent: <i>So, would our goal be to develop with our students a deeper understanding of the purpose of a future task before they begin? (Move into the problem-solving process.)</i>
Step 3: “We really wish we could figure out how to explain it better and get results that show what they really CAN do!”	Paraphrase to confirm understanding: <i>You see a need to find a different way to explicitly show your students the end goal. (Continue the process of problem solving to the goal.)</i>
Step 4: “Our goal is to create better examples and rubrics!”	Goal setting: <i>Let’s schedule the next PLC to develop some exemplars and discuss how to model for students.</i>

Chalk Talk Protocol

The Chalk Talk Protocol is an educational strategy designed to facilitate open dialogue and collaborative learning among teams. This method encourages teams to think critically and engage in meaningful discussions without the need for verbal communication. Here's how it works:

Purpose and Benefits

The primary goal of the Chalk Talk Protocol is to promote silent communication and reflection, allowing teams to explore ideas and concepts collectively. Here are some benefits:

Encourages Participation: Every member gets an opportunity to contribute, especially those who may be hesitant to speak up in a traditional discussion setting.

Develops Idea Generation: Members are prompted to think about the topic and consider various perspectives, ideas and solutions.

Enhances Communication: The emphasis on reading each other's thoughts and responding helps teams articulate their thoughts clearly and concisely.

Fosters Buy-In: By valuing every contribution, Chalk Talk creates a collaborative learning environment.

How to Implement Chalk Talk

Preparation: Select a topic or question relevant to the team. Provide necessary materials such as chart paper or a whiteboard and markers.

Introduction: Explain the purpose of Chalk Talk and the rules to the team. Emphasize the importance of silent communication.

Execution: Write the central topic or question in the middle of the chart paper or whiteboard. Invite members to approach and write their thoughts, questions or responses around the central topic. Encourage teams to draw symbols, lines or arrows to connect their responses to related ideas.

Reflection: Allow the team time to read and reflect on what their peers have written. After sufficient time, facilitate a team discussion to explore the insights gained through the exercise.

Tips for Success

Set Clear Guidelines: Ensure team members understand the expectations and objectives of the Chalk Talk Protocol.

Monitor Participation: Encourage all to participate by writing their contributions.

Promote Respectful Interaction: Remind team to respect each other's ideas and to engage thoughtfully.

Adapt as Needed: Be flexible and adapt the protocol to suit the needs and goals of the team.

By incorporating the Chalk Talk Protocol into your coaching facilitation of teams, you can foster a rich, collaborative learning environment where teachers feel empowered to express and explore new ideas.

Coaching Reflection

How can you use Chalk Talk in your team facilitation?

