WHAT YOUR COLLEAGUES ARE SAYING . . .

"This book is a game changer. This step-by-step manual for establishing collective efficacy that fosters student learning is absolutely necessary in education—not just in this current environment, but always. There's something for everyone in this book. It's relevant for district leaders—even school boards, principals, coaches, and classroom teachers. The actionable steps in this book are not grade-level specific. They work for all grade levels, all content areas, all schools everywhere. It contains opportunities in every chapter to respond, reflect, collaborate, and set goals that will make schools better. Everyone wins when the steps outlined throughout this book are taken—administrators, teachers, students—everyone wins. This is more than a feel-good book, more than a book full of lessons—it's a resource that makes collective efficacy attainable. *Collaborating Through Collective Efficacy Cycles* could just prompt an educator's revival."

—**Elaine Shobert,** Literacy Coach and Lead Teacher
Rock Rest Elementary School, Monroe, NC

"This text really advocates for authentic, meaningful professional learning experiences in-house that honor the teacher. *Collaborating Through Collective Efficacy Cycles* will resonate with and meet the needs of many educators. The clear process shared is powerful because it can be used across grade levels. It really works for *all* teams. Our teachers are our greatest source of professional development and giving them this roadmap to improve practice is essential."

—**Katie McGrath,** Instructional Facilitator
Loudoun County Public Schools, Aldie, VA

"For those of us working on high-quality instruction and developing teacher capacity, this text presents the PLC process as a well-framed, well-explained, and well-attained growth cycle for our teachers. *Collaborating Through Collective Efficacy Cycles* takes on a topic that many schools have had mixed results with. This playbook essentially guides educators with action steps. Many readers have had some experience with a version of a PLC in their district, but it is safe to say that this provides a more systematic approach in tapping into teacher leadership."

—**Michael Rafferty,** Director of Teaching and Learning
Derby Public Schools, Derby, CT

COLLABORATING THROUGH COLLECTIVE EFFICACY CYCLES

COLLABORATING THROUGH COLLECTIVE EFFICACY CYCLES

ENSURING ALL STUDENTS AND TEACHERS SUCCEED

A PLAYBOOK

INCLUDES **35+** VIDEOS

TONI FADDIS
DOUGLAS FISHER
NANCY FREY

CORWIN
Fisher & Frey

This book is printed on acid-free paper.

DISCLAIMER: This book may direct you to access third-party content via web links, QR codes, or other scannable technologies, which are provided for your reference by the author(s). Corwin makes no guarantee that such third-party content will be available for your use and encourages you to review the terms and conditions of such third-party content. Corwin takes no responsibility and assumes no liability for your use of any third-party content, nor does Corwin approve, sponsor, endorse, verify, or certify such third-party content.

CONTENTS

MODULE 4: COLLABORATIVE PLANNING AND SAFE PRACTICE 93

MODULE 5: COLLABORATIVE PLANNING AND OPENING UP PRACTICE 113

online resources

Visit the companion website at
resources.corwin.com/collectiveefficacy
for videos and downloadable resources.

LIST OF VIDEOS

Note From the Publisher: The authors have provided video and web content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

Videos may also be accessed at **resources.corwin.com/collectiveefficacy**

ACKNOWLEDGMENTS

Module 1
DEVELOPING INDIVIDUAL AND COLLECTIVE EFFICACY

MODULE OVERVIEW

Collective efficacy doesn't just happen. It occurs when particular conditions are established by teams who believe that a group of people can solve problems that an individual cannot. When PLC+ teams collaborate and accomplish shared goals, they feel empowered and their sense of collective teacher efficacy increases.

In this module, we define what individual and collective efficacy mean. We explain four ways teams can systematically cultivate collective efficacy in their schools:

- Mastery experiences
- Vicarious experiences
- Social persuasion
- Positive emotional states

INTRODUCTION TO MODULE 1
resources.corwin.com/collectiveefficacy

17
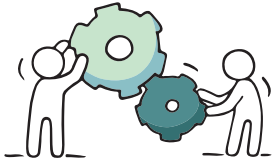
ACT 1: WORK HARDER, NOT SMARTER

Fourth-grade teacher Dina arrives at school on a Tuesday morning. After dropping off her teaching bag in her classroom, she pulls a blackline master that reteaches students how to determine cause-and-effect. Dina takes the worksheet to the copy room where she runs into her colleague, Julia, who also teaches fourth grade. The two teachers exchange pleasantries, and Julia asks what Dina is teaching today. Dina explains that most of her students understood the lesson (cause-and-effect) yesterday, but there are always "those same five kids that just don't get it. I'm going to have them work on this." She points to the remedial worksheet. Julia looks and agrees. "Yeah, it's the same in my class. But look what I found. I downloaded this for cause-and-effect so my struggling readers can have more practice. Do you want a copy?"

Meanwhile, Tracy, who is sitting nearby, listens but does not interject. She thinks to herself, *Yeah, but it's still a worksheet. Of course, I have students who need additional instruction, but I think that meeting with them in a small group and teaching it with new material is a better plan. I think I might even gamify it and have students work together to figure out the effects based on causes.*

Many teachers like Dina, Julia, and Tracy work in isolation. They arrive at school each morning, head to their classrooms, and close their doors. When they collaborate, it's usually about a common formative assessment that they all must give. There often isn't discussion about scaffolds and supports for learners, nor is there talk about the effectiveness of their lessons. Teachers follow prescribed pacing guides and programs, at times without thoughtful planning or reflection on student learning. Going through the motions year after year may even diminish the passion many felt during their first years of teaching.

Dina, Julia, and Tracy aren't bad teachers. They care about their kids and believe they hold high expectations for student learning. They receive strong evaluations from their administrators, so there's no compelling reason to do anything different from year to year. They may not know of other ways to teach. They may be unaware that their collaboration could look and feel different. Use Figure 1.1 to note your thoughts, and at the end of this module, we'll revisit this scenario to see how collaboration between Dina, Julia, and Tracy could look.

FIGURE 1.1   A MINDFUL MOMENT

Have you ever been a part of a school-based group that didn't really have an instructional purpose? If so, what was the context? How did it feel when you met with this group? What might have made it better?

Do not copy, post, or distribute

WHAT IS EFFICACY?

Would you purchase a car that doesn't pass safety tests? Should a doctor prescribe a medication that hasn't been shown to effectively treat a disease? In healthcare and other fields, it's a common practice that treatments and products undergo research and testing in order to validate claims about their efficacy. Efficacy is a measure of a desired effect. Consumers can research the efficacy of the products they purchase and the medications they take. Measures of efficacy are also studied in education. In addition to testing strategies and interventions, educational researchers study and measure teachers' efficacy, because efficacy is related to effort. In this way, we can think about efficacy and effort as a teacher's capacity to produce a desired effect, such as an effect on student learning.

Achievement is more complex and greater than the sum of teachers' individual contributions.

In the 1990s, Stanford University psychologist Albert Bandura identified that students' academic achievement in schools is reflective of the efforts of a collective group, meaning that achievement is more complex and greater than the sum of teachers' individual contributions. Bandura found that teachers who work together may develop a strong sense of collective efficacy within their school community. These combined efforts contribute significantly to students' academic achievement (Bandura, 1997).

Academic success is usually measured by student achievement levels, and all schools and districts are charged with improving student learning. Within a school, the organizational structure is influenced by the relationships between students, teachers, and administrators. According to social cognitive theory, teachers' perceptions of themselves and their colleagues affect their actions. Bandura (2000) recognized that collective efficacy develops when a group perseveres toward shared goals, takes risks together, and has a desire to stay together. The willingness to stay together marks a professional commitment because "people do not live their lives in individual autonomy. Indeed, many of the outcomes they seek are achievable only through interdependent efforts. Hence, they have to work together to secure what they cannot accomplish on their own" (p. 75).

Additionally, social cognitive theory suggests that individual and collective efficacy beliefs are influenced by the environment, other people, and personal factors. These beliefs impact how people think, act, feel, and motivate themselves. Through social processes in a school, efficacy beliefs form as individuals come to believe they can make a difference for students through their collective efforts (Bandura, 1997). Goddard and colleagues (2000) determined that collective teacher efficacy is a stronger predictor of student achievement than socioeconomic status and other school characteristics. Other studies report similar findings (Hattie, 2021; Klassen et al., 2010; Tschannen-Moran & Barr, 2004). Since collective efficacy is associated with student achievement, it's important to understand the differences between self-efficacy and collective efficacy.

SELF-EFFICACY

Self-efficacy is a person's belief in their own ability to take actions that lead to a specific result. It's the "conviction that one can successfully execute the behavior

required to produce outcomes" (Bandura, 1977, p. 193). This belief, on the part of the individual, is that they can take the necessary actions such that a desired result is attained. Teacher self-efficacy is a teacher's belief that they are capable of taking the actions necessary to assure positive student learning outcomes.

Teacher self-efficacy refers to a "teacher's sense of competence—not some objective measure of actual competence" (Protheroe, 2008, p. 43). This sense of competence is context specific and forms as teachers assess their personal competence in relation to the given demands of a particular situation. For example, a teacher might feel capable of teaching early literacy but feel less capable when teaching mathematics at a conceptual level.

Collective teacher efficacy is a stronger predictor of student achievement than socioeconomic status and other school characteristics.

Bandura (2000) and others have shown that an individual's self-efficacy plays a major role in how a person approaches tasks, goals, and challenges. People with a strong sense of self-efficacy

- Develop deeper interest in activities
- Are more committed to self-identified goals
- Recover more quickly from setbacks and disappointments
- Understand that challenges are normal and take steps to overcome them

In contrast, people with a low sense of self-efficacy tend to

- Avoid challenging situations
- Believe that difficult tasks and situations are beyond their capabilities
- Focus on negative outcomes and personal shortcomings
- Lose confidence and give up

For a quick, informal assessment of your own self-efficacy levels at work, consider the questions in Figure 1.2 on the following page. Record your initial thoughts about your efficacy in terms of teaching and learning.

NOTES

_____

_____

_____

_____

_____

_____

_____

Module 1: Developing Individual and Collective Efficacy   21
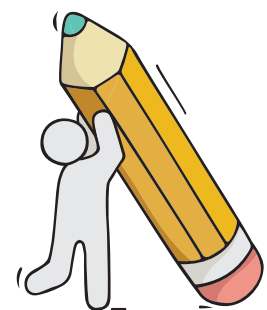
FIGURE 1.2 SELF-EFFICACY SELF-ASSESSMENT

QUESTIONS	THOUGHTS AND NOTES
Do you feel like you can handle problems that come your way? **YES** **NO**	
Are you confident in your ability to achieve your goals? **YES** **NO**	
Do you feel like you can manage unexpected events that come up? **YES** **NO**	
Are you able to bounce back fairly quickly after a stressful event? **YES** **NO**	
Can you manage yourself well when under pressure? **YES** **NO**	
Do you keep trying when things become difficult? **YES** **NO**	

Collaborating Through Collective Efficacy Cycles

If you answered *Yes* to many of the questions in the self-assessment, then chances are good that you have a fairly strong sense of self-efficacy. If you feel like your self-efficacy could use a boost, identify one of the statements in Figure 1.2 and a goal for yourself. Start with baby steps. You'll feel good when you accomplish the goal, so consider what is attainable so you can be successful. And remember, success breeds success.

COLLECTIVE EFFICACY

Similar to an individual's belief in his or her capabilities to ensure student achievement, collective teacher efficacy refers to a group's beliefs about their competence for successful student learning outcomes. Collective teacher efficacy, then, is an attitude shared by teachers: by working together, they can make a difference for students. This, too, is context specific because collective beliefs are shaped by teachers' perceptions about the staff's teaching competence, their perceptions of the challenges related to educating their students, as well as available supports to foster positive student outcomes (Goddard, 2001). Collective teacher efficacy is "associated with the tasks, level of effort, persistence, shared thoughts, stress levels, and achievement of groups" (Goddard et al., 2000, p. 482).

Schools are complex social organizations and the interactions between teachers, students, and administrators affect the culture of the organization. Culture develops and grows through an "accumulation of actions, traditions, symbols, ceremonies, and rituals" (Fisher et al., 2012, p. 6). Because of these interplays, people who work in a school may come to form and share certain perceptions. Collective teacher efficacy, then, develops based upon a staff's collective analysis of the teaching and learning environment and their assessment of their teaching competence (Pierce, 2019). This means that collective efficacy beliefs are malleable and can be shaped by intentional actions: mastery experiences, vicarious experiences, social persuasion, and affective states (Bandura, 1977). We'll explore each of these four sources of collective teacher efficacy in the following sections.

◄ **FOUR SOURCES OF COLLECTIVE EFFICACY**
resources.corwin.com/collectiveefficacy

Collective Efficacy Source 1: Mastery Experiences

The most powerful source of collective teacher efficacy is acquired through mastery experiences. When teams experience success and attribute that success to dynamics within their control, their feelings of collective efficacy increase. With each success the team experiences, they come to believe and expect that they can repeat it. As they say, success breeds success.

The opposite is also true, as a series of failures tend to undermine a team's sense of efficacy. This can also be understood through the notion of the self-fulfilling prophecy. A self-fulfilling prophecy is when a belief or expectation about a future event comes true, even when we aren't consciously aware that we hold that expectation. In simpler terms, it's a prediction that comes true because our beliefs and

expectations have influenced our behavior at a subconscious level. Stereotype threat and the Placebo Effect are both examples of self-fulfilling prophecies.

We can see that self-fulfilling prophecies influence our thoughts and behavior—both good and bad. When we believe something about ourselves, we are more likely to act in ways that align with our beliefs, thus confirming our beliefs and encouraging the same behavior. Similarly, when we believe something about others, we may act in ways that reinforce those assumptions.

Self-fulfilling prophecies influence our thoughts and behavior—both good and bad.

It's important that teams are aware of their beliefs and the nature of their interactions. Do people use asset-oriented language when describing students or is the talk more deficit-based? To reduce cycles of negative thinking and behavior, we need to pay attention to our assumptions and interactions we have about our assumptions. For instance, a teacher who voices a statement such as "Those kids can't learn" or "They just don't care" sends messages to other educators that may be easily transferred into reality. Whether we're aware of it or not, our beliefs and expectations influence ourselves, but also seep into communications with others. As Henry Ford famously said, "Whether you think you can or think you can't, you're right."

Since negative talk can alter reality, it's important that teams are aware of their communication patterns and commit to monitoring them. In so doing, the team increases the likelihood that mastery experiences will occur. Mastery experiences include developing shared goals and collaboratively engaging in learning activities. As teams experience successes, their momentum continues and their confidence and resiliency as a collective also increase. Mastery experiences are often cultivated when teachers work together in PLC+ teams.

Communication and Conditions
That Build Mastery Experiences

We shouldn't assume that adults know how to work together effectively because they are part of a team. Teachers that are mandated to work together as a team, such as departments and grade levels, may feel these relationships are contrived by administrators. They may perceive a lack of emotional depth from team members. Teachers need to feel supported because of the "pervasively emotional nature of teaching" (Horn & Little, 2010, p. 197).

By paying attention to how we interact during collegial interactions, closer working relationships can be fostered, and the chances of participating in a mastery experience increase. However, if teams are reluctant to share ideas or beliefs, there is little hope for mastery experiences, and consequentially, collective teacher efficacy, to emerge.

To systematically structure meetings that cultivate mastery experiences, wise teams gain an awareness of their current communication styles and determine improvements that support the team's functioning. Since tensions mount when groups communicate ineffectively, a self-review at regular intervals can prevent issues before they fester. Garmston and Wellman (1999) recommend seven norms of collaborative work to guide team interactions:

1. Pausing

2. Paraphrasing

3. Probing for specificity

4. Putting ideas on the table

5. Paying attention to self and others

6. Presuming positive intentions

7. Pursuing a balance between advocacy and inquiry

These are skills that anyone can use to improve communication in meetings and during interactions with others. These norms are deceptively simple, and most are skills that most people have. Garmston and Wellman (1999) say this is ironic because

> these seemingly simple behaviors are rare in many meetings. Pausing and paraphrasing are often missing, especially when things get tense. Probing for details is forgotten when members presume to understand others' meanings. This can lead to later confusion and complication. Presuming positive intentions prevents members from judging others. Interpersonal judgments spawn blocked thinking and negative presuppositions. Advocating and inquiring into the ideas of others increases the capacity for group members to influence each other. (p. 38)

Taking time and care to establish shared meeting norms is worth the effort. Doing so enhances the team's communication skills, promoting team members to interact in ways that cause mastery experiences to occur. When these norms of collaborative work become an established part of how your team operates, the cohesion, energy, and commitment to shared goals increase dramatically. The team's sense of collective efficacy grows.

Reflect on your current interpersonal and intrapersonal communication skills. Note these in Figure 1.3 and consider ways you might strengthen them to improve future relationships.

NOTES

_____

_____

_____

_____

_____

_____

_____
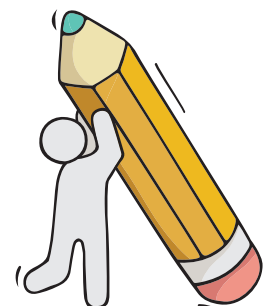
FIGURE 1.3   INDEPENDENT REFLECTION FOR PERSONAL COMMUNICATION GROWTH

SEVEN NORMS OF COLLABORATIVE WORK	MY CURRENT SKILLS	WAYS TO STRENGTHEN
Pausing		
Paraphrasing		
Probing questions		
Putting ideas on the table		
Paying attention to self and others		
Presuming positive intentions		
Pursuing advocacy/inquiry		

Source: Adapted from Garmston and Wellman (1999).

Now, select one of the seven norms of collaborative work you would like to polish by noting it in Figure 1.4. Consider sharing this goal with your team members so they can support your efforts.

FIGURE 1.4   IMPROVING MY COMMUNICATION

Norm to improve:	
How will this improve your personal relationships?	
How will it improve your professional relationships?	
How will you know you're successful?	

Collective Efficacy Source 2: Vicarious Experiences

The second source of collective efficacy is realized through vicarious experiences. Vicarious experiences are situations that are witnessed by others; they aren't directly involved in the situation, but they see and feel it. Bandura (1977) asserts that observing others similar to oneself succeed prompts observers to believe that they too possess the capabilities to master comparable activities. Essentially, vicarious experiences are modeling events in which we see someone else succeed in the face of a challenge. Watching someone else achieve a goal gives us the confidence that we can too.

Modeling comes from a wide range of sources, including colleagues, coaches, mentors, and many others. Importantly, individuals are not "dependent on direct experience" (Manz & Sims, 1981, p. 106) for learning to take place. Modeling provides more than a social standard by which one can judge their own capability. Through their behavior and by thinking out loud, skilled models transmit knowledge and teach others how to approach and overcome challenges. Models inspire and motivate, and, importantly, increase others' self-efficacy.

Increasing self-efficacy can have profound effects on the way others think, act, and relate to one another. When teachers see their colleagues face similar challenges, and fare successfully, there are expectations that they too can overcome obstacles or setbacks. It's important that teams discuss these moments so that meaning of the event is processed together. In this way, teams can cultivate collective efficacy through vicarious experiences.

Teams can initiate vicarious experiences by observing others in their own school, by observing teachers or teams in other schools like their own, and through video observations. It's important that teams debrief these situations and not make assumptions that each team member interpreted events in the same way. It's helpful to dialogue about these events in structured ways.

Using Figure 1.5, collaborate with your team to brainstorm about individuals (or teams) that you've heard good things about. Perhaps students have mentioned how riveted they feel when in a certain biology teacher's classroom. Maybe you've heard students rave about how much they loved their third-grade teacher because "she made learning sooo fun." Who are these models? What opportunities might there be to learn from colleagues in your building or at a school nearby? When discussing and noting these ideas, the team may realize there's an abundance of expertise they can access, which initiates vicarious experiences.

FIGURE 1.5 INITIATING VICARIOUS EXPERIENCES

PEOPLE IN OUR SCHOOL	PEOPLE WE KNOW IN OTHER SCHOOLS	OPPORTUNITIES USING VIDEO

Module 1: Developing Individual and Collective Efficacy   29

Collective Efficacy Source 3: Social Persuasion

A third way that teams can generate collective efficacy is through social persuasion. When you think about persuasion, what comes to mind? You might think of advertising messages that compel consumers to purchase a particular product, while others might think about a political candidate who tries to sway voters in their favor. Persuasion is a powerful force in our everyday lives.

People can be persuaded to believe they have the necessary skills and capabilities to succeed.

When we think of persuasion, negative examples may be among the first that come to mind, but persuasion can also be used as a positive force. Social persuasion is a form of influence in which someone is encouraged to adopt an idea, attitude, or course of action. Goddard et al. (2000) maintain that people can be persuaded to believe they have the necessary skills and capabilities to succeed.

Persuasion is the ability to use your influence to cause someone to change their beliefs, ideas, or actions because of your reasoning or the information that you have presented. It's a voluntary choice, not manipulation, when persuasion techniques are used with integrity and a sincere intention to make a positive difference in a person's life or to the betterment of the group. Persuasion can be a lever for moving a group's decision process forward.

Cialdini (2007) suggests that people who have strong persuasion skills are those with strong communication skills and emotional intelligence. These qualities include

- Keeping promises
- Being reliable
- Taking responsibility
- Being sincere, genuine, and honest

Consider a time when someone gave you encouragement that helped you to accomplish a goal, and record it in Figure 1.6. Getting a verbal affirmation from a mentor or other respected individual often helps people to overcome self-doubt. With added encouragement, people may give extra effort to the task at hand.

NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____
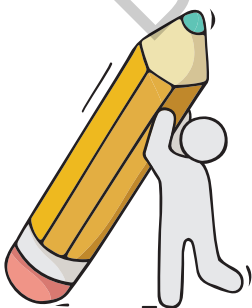
FIGURE 1.6   SOCIAL PERSUASION

Someone who taught or mentored me:	Someone I will teach or mentor:
Someone who supported or helped me:	**Someone I will support or help:**
Someone who encouraged me:	**Someone I will encourage:**

Collective Efficacy Source 4: Positive Emotional States

The fourth source of collective efficacy involves the affective conditions at the school. Sometimes referred to as the "emotional tone of the organization" (Tschannen-Moran & Barr, 2004, p. 6), the affective conditions include the school's culture, as well as an individual's feelings of excitement or anxiety. Attention to the school's culture is significant, as people may construe and internalize feelings of competence, or inadequacy, based upon the mood of the school.

Positive school culture attracts talent, elevates happiness and satisfaction, drives engagement, and affects people's performance. It can reinforce educators' trust in one another and provide an environment that's psychologically safe. Reflect independently in the second column in Figure 1.7 about your school's culture. What have you noticed about the mood and tone? What does this mean for the well-being and functioning of your team? Your team might consider setting aside time to explore your collective thoughts so you have a more nuanced perspective. Notes jotted in the third column may help your team to determine appropriate next steps.

FIGURE 1.7 SCHOOL CULTURE REFLECTION

SCHOOL CULTURE	MY REFLECTIONS	OUR COLLECTIVE THOUGHTS
What do I notice about the school culture? What dynamics and vibes are present?		
How do I feel about the school's culture?		
What do I want our school culture to sound and feel like? What defines a positive school culture for me?		
What am I willing to do for our team's health?		
What does this mean for our team?		
What's a first step I can take?		

As teams use the information learned about the school culture through the individual and team reflections in Figure 1.7, what implications bubble up? Does the information shared compel you to take action? For example, if the team discovers there's a shared concern about students' behavior during passing periods, perhaps team members could commit to some hallway TLC by being more visible between classes and initiating positive interactions with students a few times each week. Small actions add up and everyone benefits from an enhanced school culture.

They say that life is 10% what happens to you and 90% is how you react to it. We all do better work when we experience that what we do matters, that it is valuable, and that our presence makes a difference to others. We may know in our hearts that what we do matters, but it is certainly confirming to hear these affirmations from others. We do not, after all, work and live in a vacuum.

Since teaching is a highly personal vocation, without planned interactions around a common focus, we risk that people might feel isolated from the other adults in the school. Instead, we can intentionally design a work environment where people bond over shared aspirations, feel valued for their uniqueness, and have a voice in the decisions that affect them. In order for people to know each other really well, we need to tell specifically how and when we feel valued. Others may not be aware of our specific "love language," so sharing this with others increases the cohesion between teams. Use Figure 1.8 to explore the value of being valued.

FIGURE 1.8   A MINDFUL MOMENT

Use the space below to identify three experiences when you felt valued at work. Describe the circumstances and outcomes for each experience and select one to share aloud with your team.

1.

2.

3.

Collective teacher efficacy can be cultivated systematically through mastery experiences, vicarious experiences, social persuasion, and positive emotional states. It doesn't just happen because teachers in a building gather together once a week. Instead, wise teams try to actively construct the conditions for collective efficacy to come about. They pay attention and are on the lookout for mastery experiences that forward learning. It is during these times the team is priming itself for the runner's high. This can be amplified when a positive school culture boosts their synergy.

FUELING HIGH-PERFORMING TEAMS

In addition to positive school culture, high-performing teams are fueled by five energy sources (Garmston & Wellman, 1999). Building up these reserves allows groups to increase their efficacy and efficiency, paving the way for enhanced learning and the time to practice and refine skills. These energy sources are

- Group efficacy
- Group flexibility
- Group craftmanship
- Group consciousness
- Group interdependence

◀ **MAINTAINING TEAM ENERGY**
resources.corwin.com/collectiveefficacy

Use Figures 1.9 through 1.13 to assess the current state of your team in relation to each of the five energy sources. Reflect and note examples that support or limit your team's functioning. Consider the implications and indicate how your team might attend to one or more components.

NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
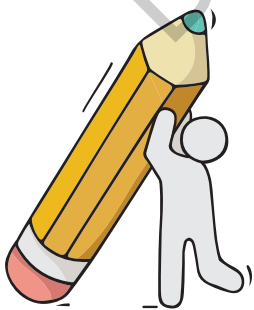
FIGURE 1.9   COMPONENTS OF GROUP EFFICACY

MY TEAM . . .	EXAMPLE/EVIDENCE	OPPORTUNITIES TO STRENGTHEN
Is motivated by and committed to accomplishing shared goals		
Productively manages the tension between the vision and current reality		
Focuses its resources to have the greatest impact		
Learns from experiences and doesn't repeat mistakes		

Source: Adapted from Garmston and Wellman (1999).

FIGURE 1.10 COMPONENTS OF GROUP FLEXIBILITY

MY TEAM . . .	EXAMPLE/EVIDENCE	OPPORTUNITIES TO STRENGTHEN
Honors and capitalizes on the diversity of the group		
Collectively shares perspectives and shifts when necessary		
Accesses multiple thinking and process skills		
Tends to rational and intuitive ways of working together		
Generates and considers multiple options to move forward		
Addresses internal stresses when they arise		

Source: Adapted from Garmston and Wellman (1999).

FIGURE 1.11   COMPONENTS OF GROUP CRAFTMANSHIP

MY TEAM . . .	EXAMPLE/EVIDENCE	OPPORTUNITIES TO STRENGTHEN
Creates, calibrates, and refines expectations of themselves		
Manages time effectively		
Invests energy on honing and investing process tools		
Honors pathways from novice to expert performance		
Continuously reviews and refines inter- and intra-group communications		

Source: Adapted from Garmston and Wellman (1999).

FIGURE 1.12   COMPONENTS OF GROUP CONSCIOUSNESS

MY TEAM . . .	EXAMPLE/EVIDENCE	OPPORTUNITIES TO STRENGTHEN
Is aware when assumptions and experience are interfering with learning		
Shares core values, norms, and a group identity		
Monitors progress toward meeting group expectations		
Has set criteria for decision making		
Objectively reflects on its processes and products regularly		

Source: Adapted from Garmston and Wellman (1999).

FIGURE 1.13   COMPONENTS OF GROUP INTERDEPENDENCE

MY TEAM . . .	EXAMPLE/EVIDENCE	OPPORTUNITIES TO STRENGTHEN
Envisions the potential of the group		
Values its interactions and trusts the processes of dialogue		
Optimizes its relationships and interconnections		
Regards disagreement and conflict as sources of learning and transformation for the group		

Source: Adapted from Garmston and Wellman (1999).

Since a group's energy is "influenced by cultural factors and the social context, which in turn reflect experience and learning" (Immordino-Yang, 2016, p. 87), wise teams pay attention to these interactions. A team's functioning also operates within the larger context of the school, which can promote or hinder growth. School culture is shaped and is "heavily dependent on the belief system of the staff of that school" (Kurz & Knight, 2003, p. 113).

The Collective Efficacy Cycle described in the upcoming modules uplifts teachers and defines a pathway for PLC+ teams to systematically cultivate collective efficacy.

In the next section, let's revisit the vignette that opened this module. In this revised view, collective efficacy fuels the fourth-grade team.

NOTES

ACT 2: WORK SMARTER, NOT HARDER
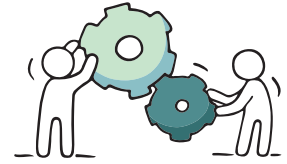
Fourth-grade teacher Dina arrives at school on a Tuesday morning. After dropping off her teaching bag in her classroom, she heads to fellow fourth-grade teacher Julia's classroom. Dina is concerned because many students in her classroom didn't respond well to her lesson on cause-and-effect yesterday. She knows this because she collected formative assessments on exit tickets, as did the other fourth-grade teachers. After reviewing the exit tickets after school, Dina texted Julia and Tracy to ask if they could meet the following morning to compare data from each class. The team agreed and decided to meet in Julia's room the following morning.

During this 15-minute meeting, the three teachers collaboratively analyze the exit ticket data and realize that 22 of 25 students in Tracy's class had understood cause-and-effect yesterday. Dina and Julia ask if Tracy would be willing to share how she had provided this instruction to her students. "Oh, yes, absolutely," Tracy replies. "Let me show you how I set up my small group instruction and collaborative groups yesterday. . . ."

In this enhanced version of the experience, there isn't a competition between Dina, Julia, and Tracy. Instead, there's a focus on student learning because this team utilizes formative information to determine their teaching effectiveness and how to adjust to ensure students are successful. As a result of this collaboration, the team's thinking and actions become more closely linked together (Hattie & Zierer, 2018). This willingness to discuss student learning and learn together leads to collective teacher efficacy.

MODULE 1 RECAP: WHAT DID WE LEARN?

Yay, team! You've reached the end of the first module and we hope that you agree that teamwork makes the dream work. Instead of waiting and hoping feelings of collective efficacy will appear, teams can work smarter by actively creating the conditions to foster it. Contributing to a mastery experience or being exposed to one vicariously can be energizing and bring the team closer together. Teams who work smarter also uplift one another. They pay attention to their social context and proactively nurture positive emotions that deepen relational trust.

> online resources
>
> Access videos and resources for this module at
> **resources.corwin.com/collectiveefficacy**

NOTES