The Power of Efficacy and Collaboration

Improving language and literacy outcomes for all students

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Success Criteria

By the end of this presentation you will be able to:

- Define Collective Leader Efficacy (CLE)
- Reflect on ways that you and your school leaders build CLE
- Define the driver, focus, contributors and preconditions for school leadership teams
- Consider how your school leaders build coherence between their school leadership team meetings and what they practice in their schools
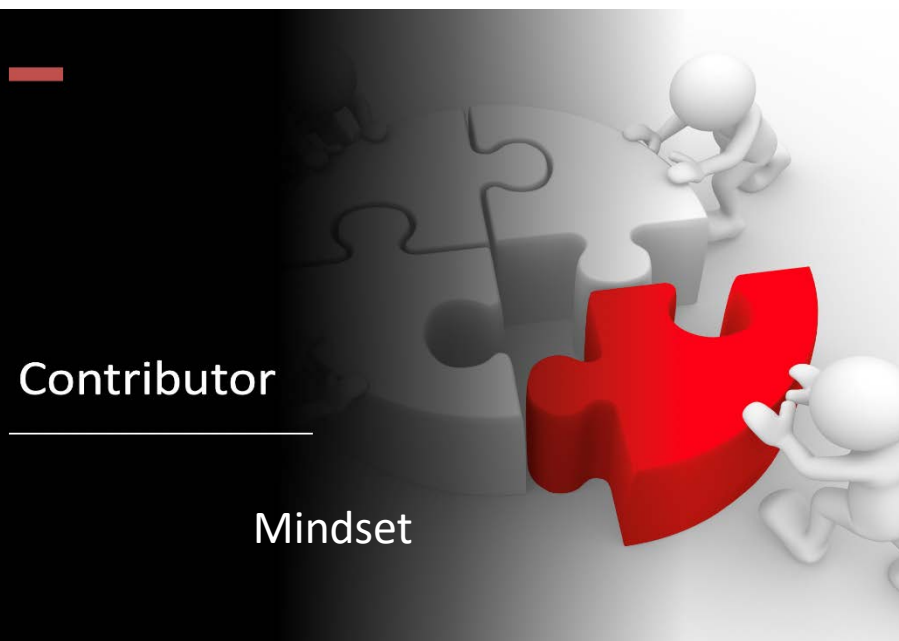- Consider next steps in your process as a leader

How this presentation organized

Driver

CLE

PRECONDITIONS

Instructional Core
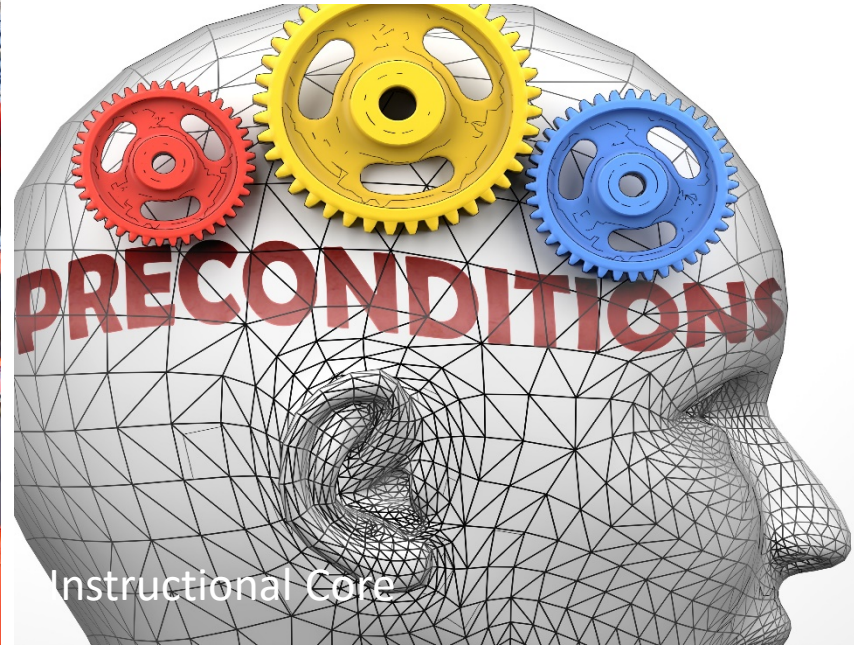
How Collective Leader Efficacy is organized
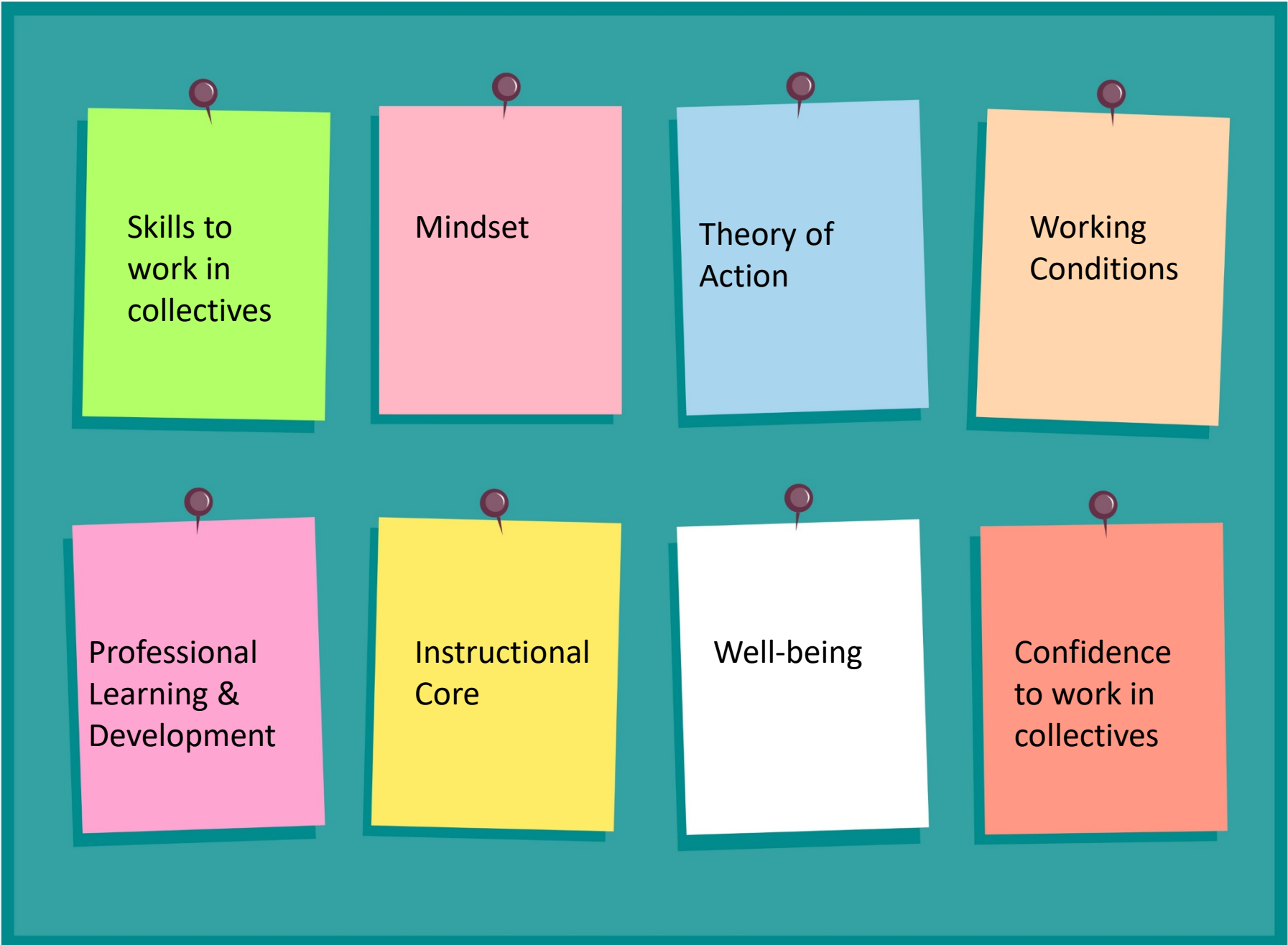
Contributor

Mindset

Focus

Activity

- 8 phrases are individually placed on Post-it notes.

- In breakout group, discuss how the 8 phrases are interrelated.

- Up to 10 minutes will be provided.

- If time, build a visual representation.

- **Focus for discussion:**

  School Leadership Team

Vocabulary

- **Mindset** – "A predisposition to see the world in a particular way . . . a filter through which we look at the world (Rhinesmith. p. 63).

- **Theory of Action –** Team's ideas about how to accomplish their goals

- **Working conditions** – From physical building to salary.

- **Professional Learning & Development –** Developing mindfulness and creating outcome-based learning.

- **Instructional core** – What is our focus on learning?

- **Well-being** – How do we find balance? Do we have resilience?

- **Confidence to work in collectives** – I feel confident I can speak up, even if it's to my superior.

- **Skills to work in collectives** – I have the skills needed to do collaborative work.

Mindset

RESEARCH

Educational research is not simply about institutions and teachers, it is also about learning at a fundamental level, about the role of society and culture in learning and about the interrelationships among all these factors (Goldstein. 1998. p.33).

INDIVIDUAL SKILLS

School leaders today require greater leadership skills for strategic resource management and for guiding teaching and learning (Pont et al. 2008. p.110).

Preconditions

COLLECTIVE LEADER EFFICACY

Instructional Core

COLLECTIVE SKILLS

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 (Donohoo et al. 2018. p. 43).

DELIBERATE PRACTICE

"Deliberate practice (DP) occurs when an individual intentionally repeats an activity in order to improve performance. The claim of the DP framework is that such behavior is necessary to achieve high levels of expert performance." (Campitelli & Gobet, 2011, p. 280).

Evidence of Impact

Collective Groups Should:

- Create opportunities for reciprocal learning with one another
- Develop each other's leadership mindset
- Understand the necessity for a sense of well-being
- Develop each other's skill and confidence to work together as a collective
- Develop strategies to create a positive impact on the school community

Driver

Fullan (2011) found that drivers, "*are those policy and strategy levers that have the least and best chance of driving successful reform.*"

Fullan (2011) "*As an advance organizer, I suggest four criteria – all of which must be met in concert – which should be used for judging the likely effectiveness of a driver or set of drivers. Specifically, do the drivers, sooner than later,*
1. *foster intrinsic motivation of teachers and students;*
2. *engage educators and students in continuous improvement of instruction and learning;*
3. *inspire collective or teamwork; and*
4. *affect all teachers and students – 100 per cent?*"

Research

Fullan, M. (2011). Choosing the wrong drivers for whole system reform. Centre for Strategic Education Seminar Series Paper No. 204, May 2011.

Collective Leader Efficacy

Collective leader efficacy (CLE) is developed when the leadership team collectively works together, understands the complexities of working as a group, has confidence in each other's ability to improve learning conditions for students, and develops the competence to do so.

DeWitt 2020

Leadership Team?

Who is on your school leadership team:
- Building leader?
- Assistant principal/s?
- Instructional coaches?
- Teacher leaders?

Research

"Professional learning communities (PLCs) were one of the most disliked forms of professional development among surveyed teachers, even though providers and administrators were highly supportive of the approach.

Hargreaves A, O'Connor MT. Solidarity with solidity: The case for collaborative professionalism. *Phi Delta Kappan*. 2018;100(1):20-24.

Motivation

↓

Agency
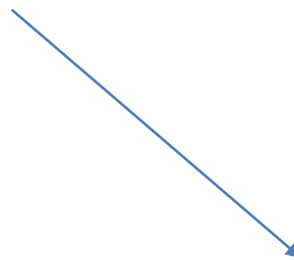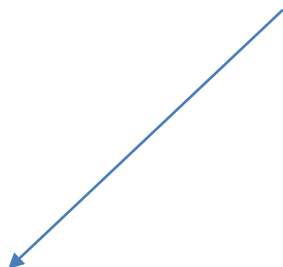
Capacity Beliefs

Includes such psychological states as self-efficacy, self-confidence, academic self-concept, and aspects of self-esteem.

Context Beliefs

These are beliefs about whether, for example, the working conditions in the school will support teachers' efforts to instruct in the manner suggested by the school's improvement initiatives.

(Leithwood, Mascall. Educational Administration Quarterly. Vol. 44, No. 4 (October 2008) 529-561).

"*Through increased participation in decision-making, greater commitment to organizational goals and strategies may develop.*"

(Leithwood & Mascall 2008, p. 530).

Self-Efficacy

"Refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments."

Bandura, A. (1997. p. 3). Self Efficacy. The Exercise of Control. W.H. Freeman and Company. N.Y.
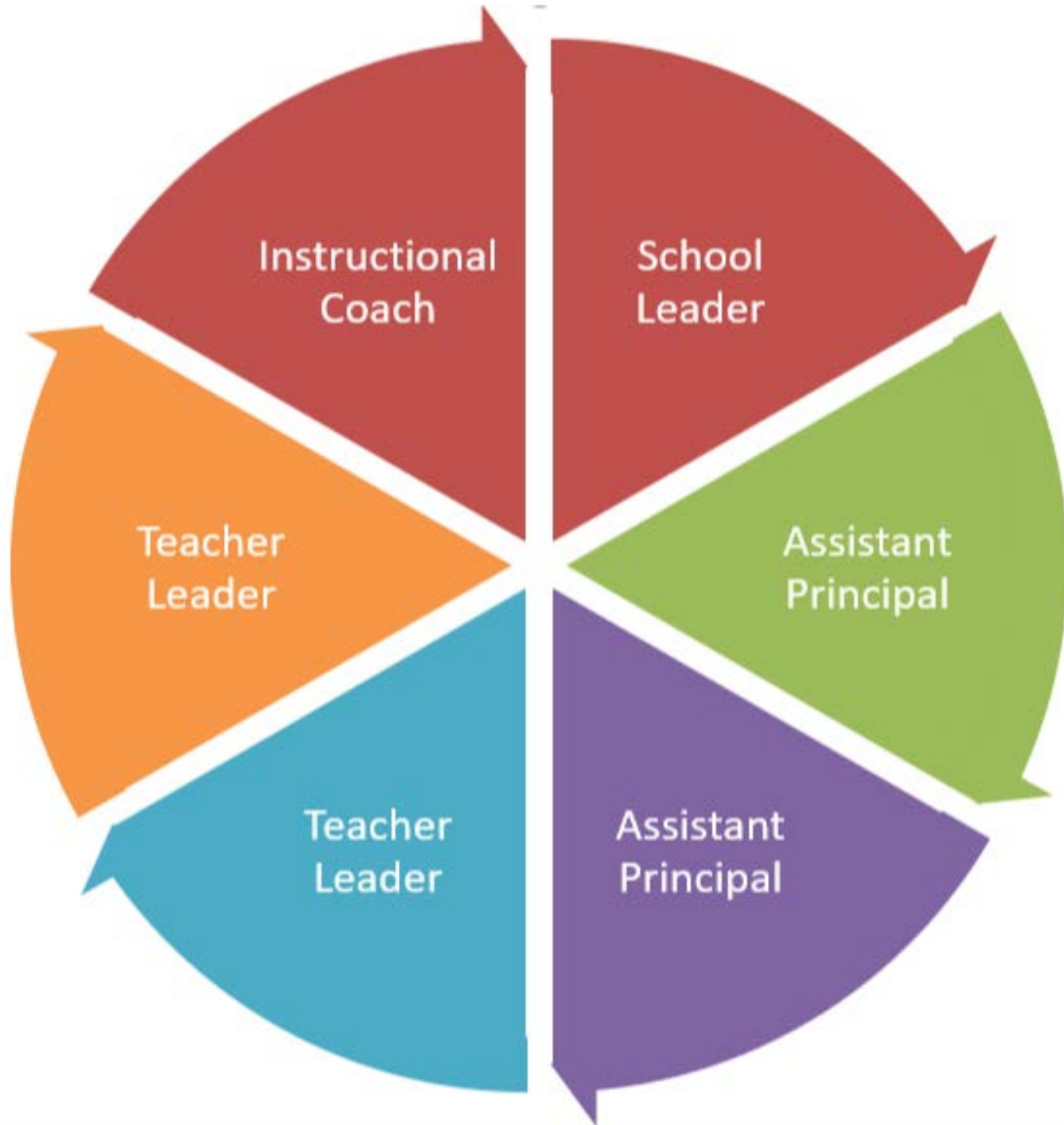
School Leader Efficacy

*"When faced with obstacles, setbacks, and failures, those who doubt their capabilities slacken their efforts, give up, or settle for mediocre solutions. Those who have a strong **belief** in the capabilities redouble their effort to master the challenge."*

Bandura (2000)

Contributor

Mindset:

Rhinesmith (1992) defines mindset as "A predisposition to see the world in a particular way . . . a filter through which we look at the world (p. 63) and expanded the definition (1995) by saying it "is a way of being rather than a set of skills. It is an orientation of the world that allows one to see certain things that others do not" (p. 276).

Rhinesmith, S. H. (1992). Global mindsets for global managers. Training and Development-Alexandria-American Society for Training and Development, 46, 63-69.

Skills

4 Sources of Efficacy

- Mastery Experiences
- Vicarious Experiences
- Social Persuasion
- Emotional States

Preconditions
- Mental Health/Well-being
- Context beliefs
- Leadership PLD
- Organizational commitment
- Working conditions
- Skills to work in collectives
- Confidence to work in collectives

Collective Leader Efficacy

Collective leader efficacy (CLE) takes place when the leadership team collectively works together, understands the complexities of working as a group, has confidence in each other's ability to improve learning conditions for students, and develops the competence to do so.

Focus
Instructional Core

Contributors
- Mindset

Leadership Well-Being

- Leadership team makes the mental health of their school community and themselves a priority.

- Leadership team understands the impact of stress and burnout on their leadership position and works together to alleviate some of the stressors they feel. **DeWitt (2020).**

Leadership Professional Learning and Development

"Professional learning is often like student learning — something that is deliberately structured and increasingly accepted because it can (to some) more obviously be linked to measurable outcomes."

"Professional development involves many aspects of learning but may also involve developing mindfulness, team building and team development, intellectual stimulation for its own sake, reading good literature that prompts reflection on the human condition" (Hargreaves and Fullan. 2017. p. 3).

Teams learn together on topics such as:
- Common language/common understanding
- Student engagement
- Self-efficacy of team members   DeWitt (2020).

Working Conditions

"Four major dimensions of principal working conditions: (a) job benefits, (b) workload, (c) school disciplinary environment, and (d) principal influences on school matters."

Yan R. (2020). The Influence of Working Conditions on Principal Turnover in K-12 Public Schools. Educational Administration Quarterly. 56(1):89-122.

Organizational Commitment

The school leadership team are invested in supporting implementation of high-leverage practices within their school.

Leadership team collectively understand the needs of their building.

Leadership team are committed to supporting staff and students in learning pursuits.

Leadership team collectively have the knowledge to create goals that will improve their school climate.
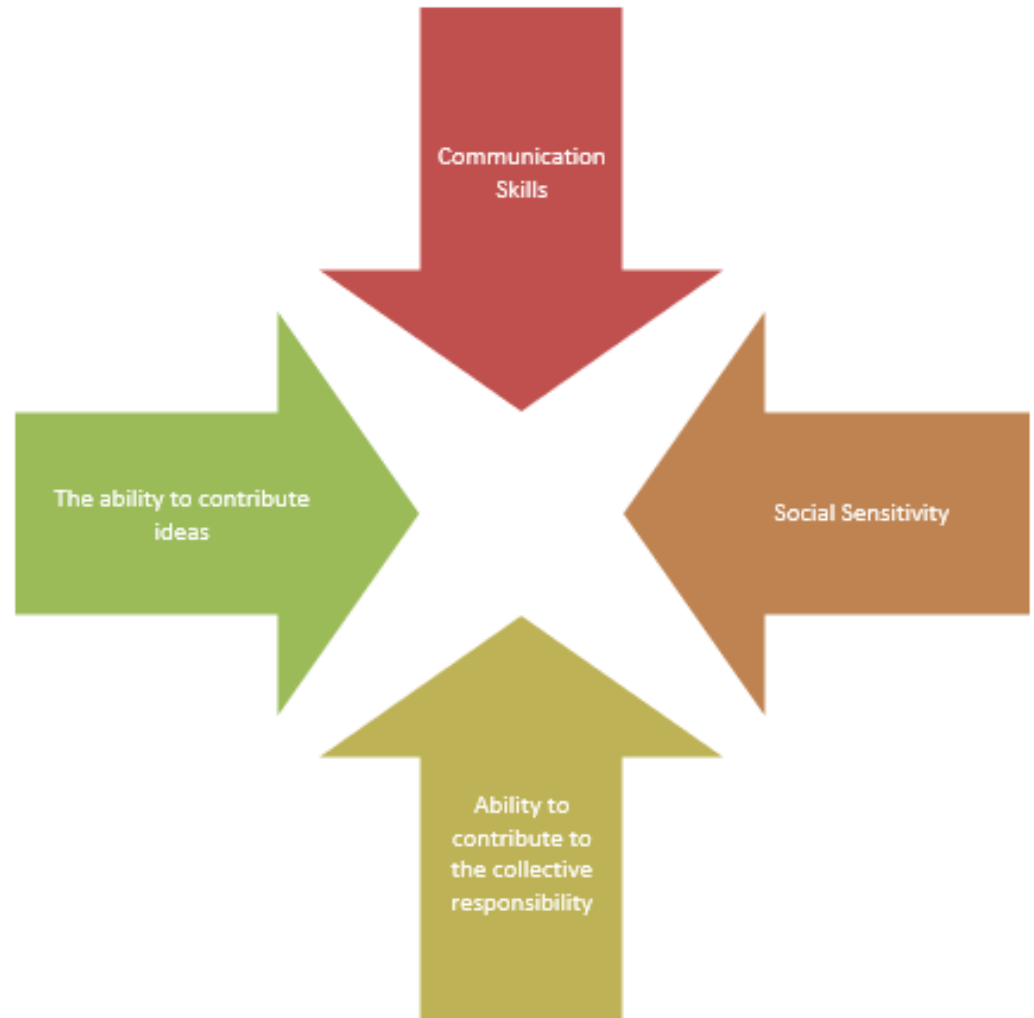
"Beliefs about whether, for example, the working conditions in the school will support teachers' efforts to instruct in the manner suggested by the school's improvement initiatives (Leithwood. 2008)."

Context Beliefs

- **Leadership teams:**
  - Locus of control
  - Voice in the process
  - Ongoing professional development
  - Leadership coaching

Leithwood & Jantzi(2008); DeWitt (2020).

The skills to work in collectives

Communication Skills

The ability to contribute ideas

Social Sensitivity

Ability to contribute to the collective responsibility

Hattie (2020); DeWitt (2020).

The confidence to work in collectives

(1) mastery experiences,

(2) vicarious experiences,

(3) Verbal persuasion and allied types of social influences,

(4) physiological and affective states (Bandura. 1997).

1. PRACTICE
2. PRACTICE
3. PRACTICE

Focus

Principle 1. *Everything should be anchored in the instructional core of schooling. Traditionally, the status of educational administrators has been defined by their distance from instructional practice.*

Principle 2. *Systemic problems require systemic solutions. Districts typically have nothing resembling a human resource management strategy that would allow them to dictate requirements for prospective school leaders.*

Principle 3. *Professions have practices. Educational leadership is a profession without a practice*

Principle 4. *Powerful practices require strategies; a list is not a strategy*

Research

Elmore RF. (2006). Breaking the Cartel. Phi Delta Kappan. 87(7):517-518.

3 Components that work interdependently:

- Teacher's knowledge and skill;
- How students engage in their own learning;
- Content that is academically challenging

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Homework:

- Read: Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning. City, Elmore, Fiarmon and Teitel, 2009

Reminders:

- What part does the school leader play in developing the instructional core?

Why Our Instructional Core?

NWEA found:

- In fall of 2020, students in grades 3–8 performed similarly in reading to same-grade students in fall 2019, but about 5 to 10 percentile points lower in math.
- In almost all grades, most students made some learning gains in both reading and math since the COVID-19 pandemic started.
- This fall, students scored better than NWEA's projections in reading, while math scores were in line with our projections for grades 4–6 and slightly above our projections in grades 7–8.
- Some differences by racial/ethnic groups are emerging in the fall 2020 data, but it is too early to draw definitive conclusions from these initial results. Student groups especially vulnerable to the impacts of the pandemic were more likely to be missing from our data.
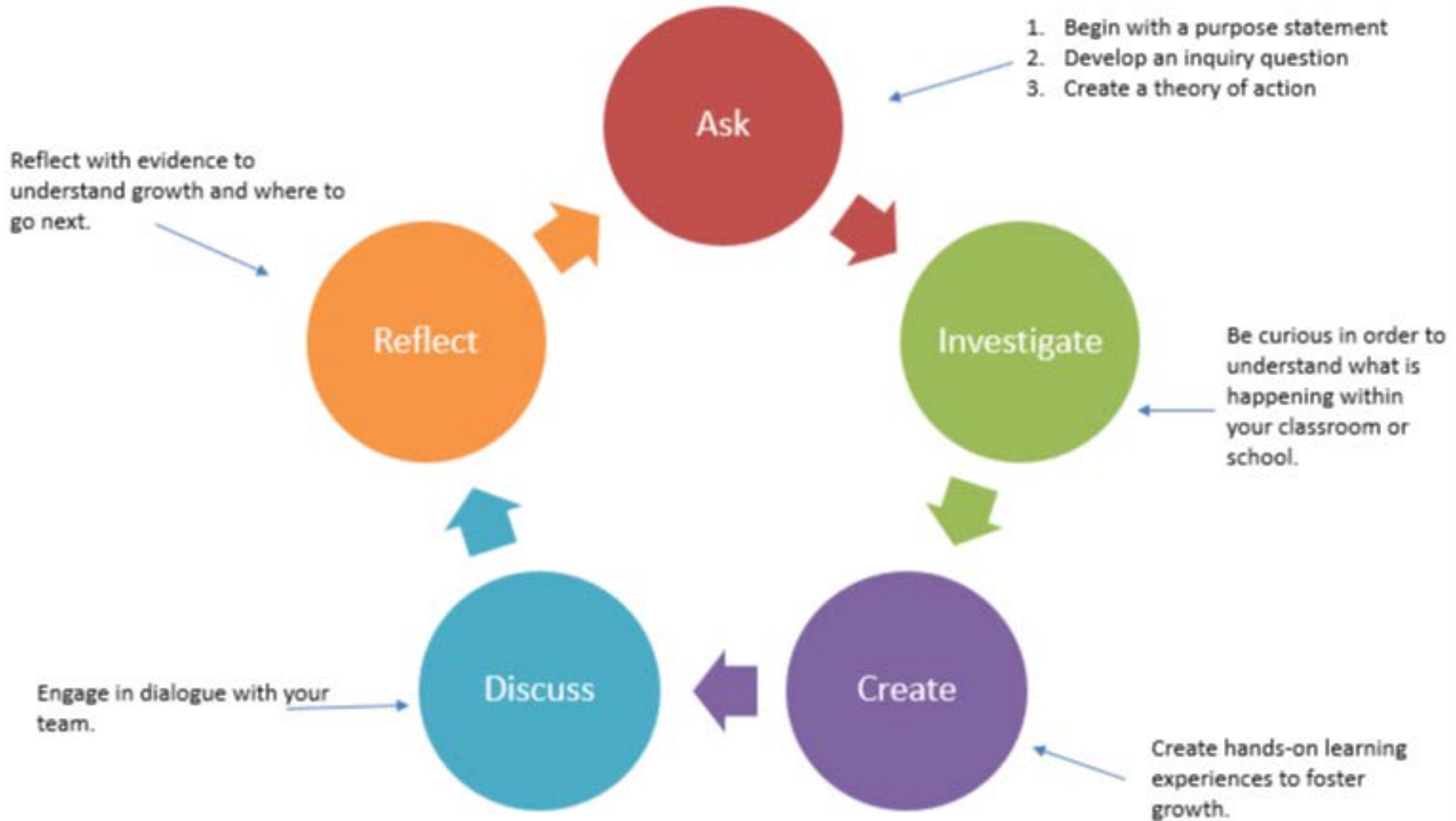
Why Our Instructional Core?

During COVID we found:

- Synchronous and asynchronous work was teacher-dependent
- Students struggled with doing work on their own at home (DeWitt. 2020)
- COVID could have been a time where we fostered self-sufficient independent learning

Cycle of Inquiry Model

(Casey & Bruce. 2011)

Program Logic Model

Theory of Action	Resources	Activities	Timetable	Impact
Understand Teacher knowledge and skill (Elmore. 2009).	Resources needed to meet goal #1.	Activity #1 - Staff Meeting		How will students/teachers benefit?
Understand how students engage in their own learning (Elmore. 2009).	Resources needed to meet goal #2.	Activity #2 - Grade level/Department meeting	When and how will you begin taking actionable steps for each activity	
		Activity #3 - Learning walks		What evidence is your team collecting along the way?
Develop content that is academically challenging to students (Elmore. 2009).	Resources needed to meet goal #3.	Activity #4 - Student Council/Advisory		

DeWitt. 2021

Leadership Team Discussion

Faculty/Staff Meeting

Learning Walks

The Need for Evidence

People's efficacy beliefs are raised or lowered by arbitrarily telling them that they performed well or poorly in a novel activity. They continue to adhere to the fictitiously instilled efficacy beliefs even after the persuasory basis for those beliefs have been discredited.

Bandura, A (1997). Self-Efficacy, The Exercise of Control.

4 Questions to Guide School Leadership Teams

- How are teachers and students working together to create authentic learning experiences?

- How are we supporting teachers in that process?

- How do we engage families in the process?

- What unbiased evidence do we collect to understand our impact?

DeWitt, P. 2020.

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Thank You!!!...

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