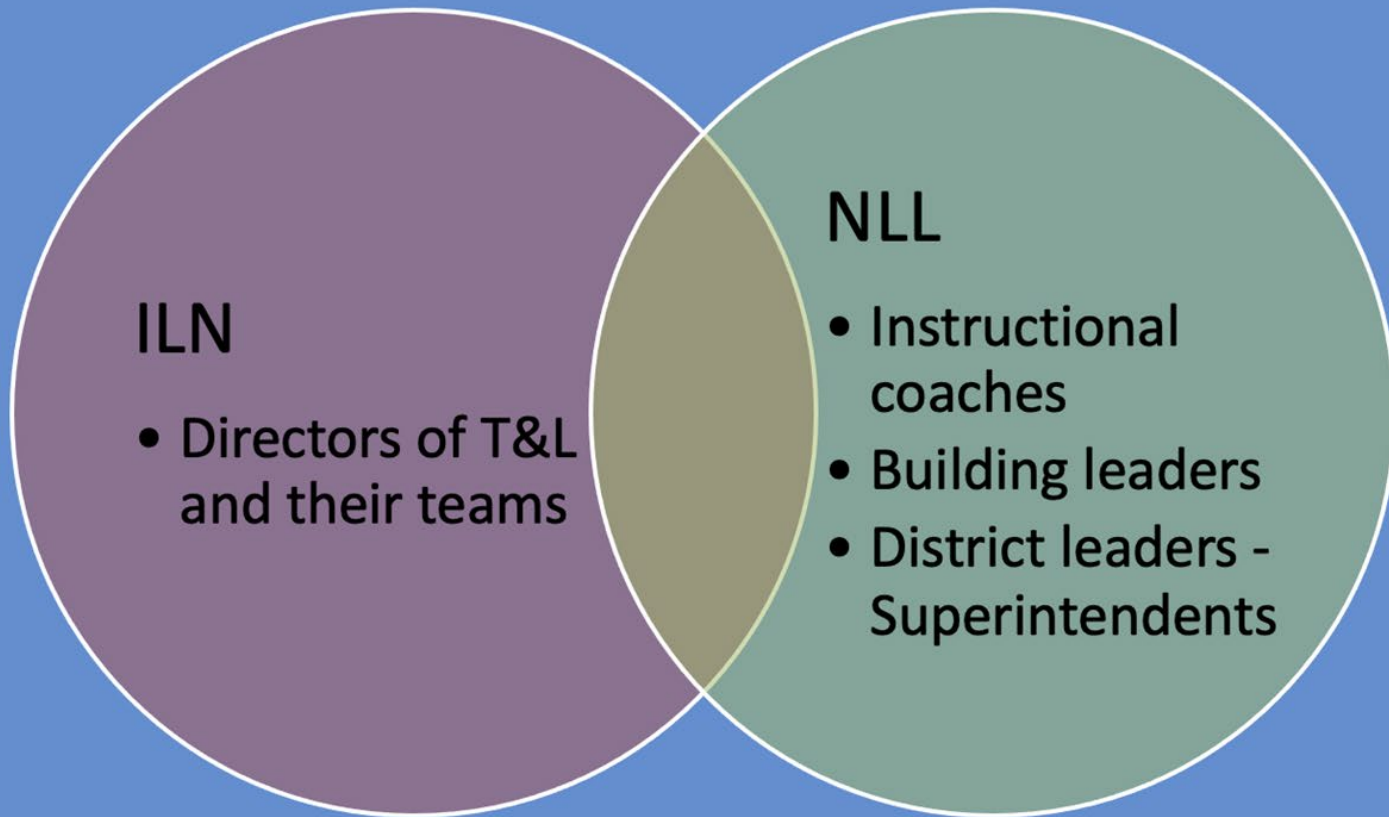


Fostering Collective Efficacy to Maximize Impact

Jenni Donohoo & Peter DeWitt



Lead Advisors



2 Questions to Explore



How do our actions impact student learning in positive ways?

How do we evaluate our own impact?



Success Criteria for Our Day

By the end of this session, participants will be able to:

- **Define** ways that they are connected to today's learning regarding collective leader and collective teacher efficacy.
- **Define** 3 priorities that they hope to focus on in the coming school year.
- **Define** how their actions have a positive impact on student learning.
- **Engage** in strategies that help them understand their own impact.
- **Reflect** on ways that the professional learning they offer to others has an impact on students.

Collaborative Inquiry



Problem of Practice

- What are your 3 main priorities?
- What is your success criteria?
- What are your intended outcomes?

Collaborative Inquiry Cycle Placemat (DeWitt. 2023).			
1. Problem of Practice		3. Evaluation	
What are your 3 main priorities as a school? 1. _____ 2. _____ 3. _____	What is your success criteria? 1. _____ 2. _____ 3. _____ • If you do this with intentionality, what would success look like?	What is your evidence of impact? _____ _____ _____ i.e., Demographic, Perceptions, Student Learning, School Processes	Data Source #1 (Related to student learning. Need identified in academic plan). _____ _____ _____
• What is your evidence saying about your school and student growth and achievement? • What does your academic plan or strategic plan focus on? • Are your priorities focused on the adults in the school, or are they focused on students? • How do they focus on equity and inclusion?	What are your intended outcomes? • _____ • _____ • _____ • _____	Data Source #2 (Related to student learning. Need identified in academic plan). _____ _____ _____ • Demographic data • Perceptions data • Student learning data • School processes data	Data Source #3 (Related to teachers and leaders own learning). _____ _____ _____
2. Implementation		4. Reflection & Next Steps	
What is your working Theory of Action (TOA)? _____ _____ _____ • Think of this as an <i>If/Then</i> statement. <i>IF</i> you engage in these actions, <i>THEN</i> what are you expecting or hoping will happen?	Intentional Implementation 1. Have you created a logic model? 2. What learning moves (activities) will you make? 3. What is your timetable? 4. What impact are you hoping to have on students, teachers, and leaders? • How will you engage in a reciprocal transfer of learning during this process?	1. What did you learn while engaging in this cycle? 2. How did this impact students in a positive way? 3. What improvements did you make to your practice? 4. What would you do differently next time?	

JENNI

Collective Teacher Efficacy Here

PETER

Collective LEADER Efficacy Here
after Jenni

Collective Leader Efficacy: Strengthening Instructional Leadership Teams



Peter_dewitt518



Peter DeWitt



@PeterMDeWitt

Success Criteria

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

- Define and analyze your team's ability to develop Collective Leader Efficacy (CLE).
- Analyze which drivers are necessary for your school leadership team
- Consider how your school leaders can use a cycle of inquiry to develop a theory of action
- Build coherence between their school leadership team meetings and what they practice in their schools
- Consider next steps in your process as a leadership team

Collective Leader Efficacy

Collective leader efficacy is a school or district leadership team's ability to develop a shared understanding and engage in joint work that includes evaluating the impact they have on the learning of adults and students in a school.



DeWitt, Boyd, Nelson (2023).

Organizational Learning

Descriptive strand – Has its roots in social and cognitive psychology, seeks to understand the processes by which organisations learn and adapt.

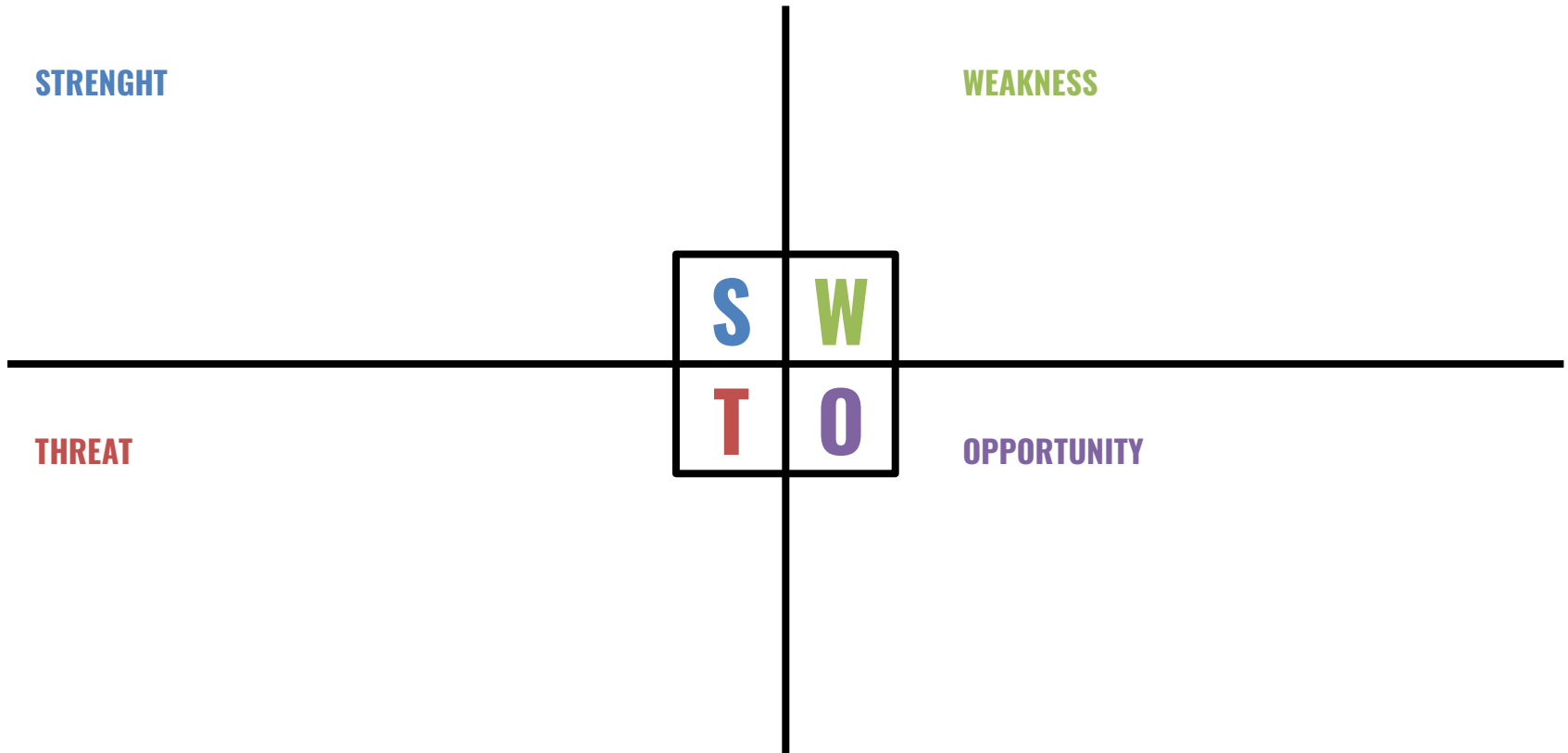
Normative strand - is sometimes referred to as research on the “learning organization”, is concerned more with how organisations can direct their learning in ways that bring them closer to an ideal

Robinson, V.M.J. (2001), "Descriptive and normative research on organizational learning: locating the contribution of Argyris and Schön", *International Journal of Educational Management*, Vol. 15 No. 2, pp. 58-67.

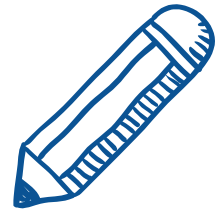
A learning community is suggested to have the purpose of advancing collective knowledge that also supports individual learning.

Smith, S.; Kempster, S.; Wenger-Trayner, E. (2019). Developing a Program Community of Practice for Leadership Development. *Journal of Management Education*.

SWOT ANALYSIS SLIDE



Success Criteria for Your Instructional Leadership Team



- What is your success criteria for your ILT?
- What does a successful team look like?
- What does a successful team focus on?
- Create success criteria for your leadership team.



Roles

Co-chairs – Two people are in charge of leading the management side of the instructional leadership meeting.

Facilitator of Learning – This person, which should not be the same person at each session, facilitates the learning for a specific session.

Visual representation – Visuals are an impactful method of capturing the thoughts and actions of the instructional leadership team.

Researcher – One or more people can take on the role of researching student engagement, instructional strategies or some other aspect of the instructional core goal the group is taking on.

Notetaker – This is an old school job, but it is an important one.

Critical friend – These members of the team can provide important understanding of why some in the school may not want to focus on particular goals.

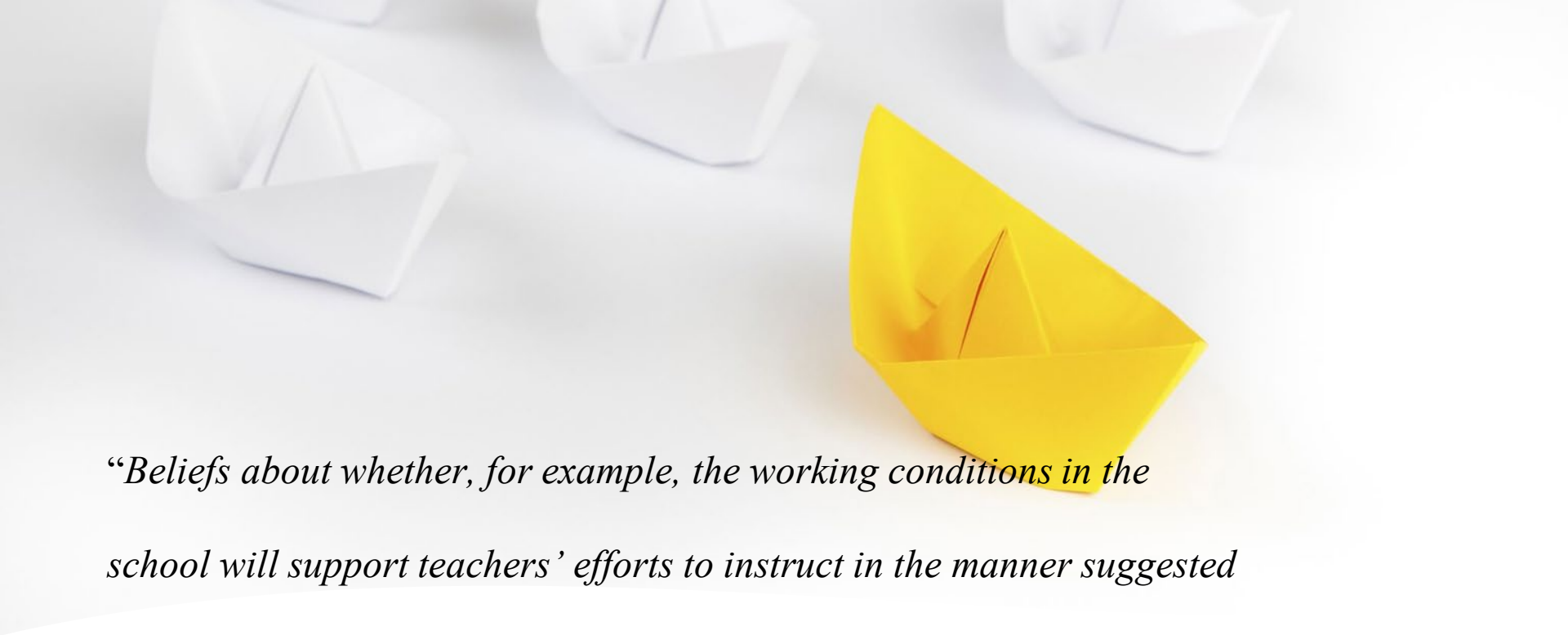
Innovator – This person doesn't just see what is, they see all of the possibilities of what could be.

4 Drivers



- 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?”***





“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



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.

The team believes the voices of those around the table need to be elevated using a variety of modalities, so they develop roles for each member. The team understands that they need to focus on content that will be good for their team, but also beneficial to the individuals on the team as well.

The team believes the school principal should facilitate the meeting, and they do not define roles and responsibilities for the educators/psychologist/counselor around the table.

Individual members of the team understand that is important to be present at the meeting and go in with the mindset that what they focus on as a team is also beneficial for them as an individual.

Individual members of the team do not see a connection between what the leadership team focuses on with their individual needs as a teacher, psychologist or counselor.

Growth Mindset

Fixed
Mindset

Individual Member of the Team

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).



Empathy Interview Protocol

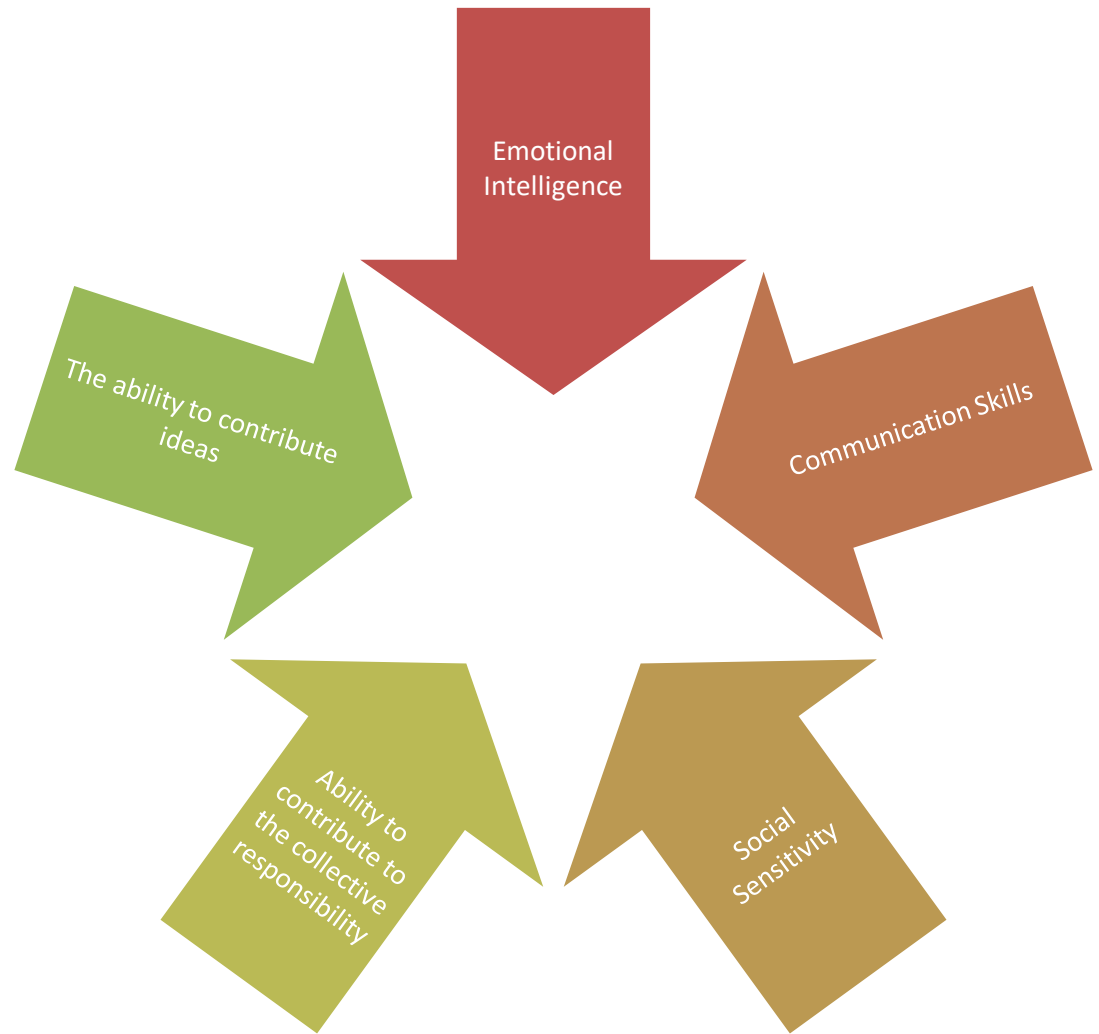
- Choose a partner (depending on size of group, the partnership may involve 3 people).
- Grab a quiet spot where partners can engage in a conversation free from distractions.
- Person asking the question should remain neutral, but also be open to asking follow-up questions if necessary.

Topic to focus on: Collaboration

Questions:

- **Tell me about a time when you felt heard during a collaborative experience.**
- **When is collaboration frustrating? Give me some words to describe it.**
- **How can you contribute to more effective and positive collective experience?**
- **How did your best examples of collaboration directly impact student learning?**

The skills to work in collectives



Mentimeter Hold – What do these 4 drivers have to do with accomplishing the work outlined in your academic plan?

4 Drivers



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.



Professional Learning and Development

•NOT Training!

Teams need to learn how to:

- Develop skills of working as a collective
- Build confidence together
- Enhance their understanding of student engagement
- Develop instructional strategies together
- Develop a theory of action and carry it out

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).

A top-down view of a dark desk. In the upper left is a black smartphone. To its right is a thin pencil. Further right is an open notebook with a pair of black-rimmed glasses resting on its pages. Below the notebook is a white computer keyboard. In the bottom right corner is a white cup of dark coffee on a matching saucer.

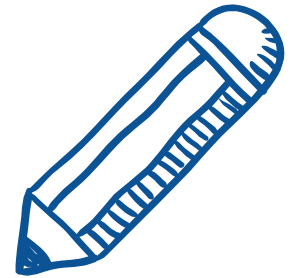
Working Conditions

“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.

De-implementation

"de-implementation is the process of "abandoning existing low value practices."



Citation: van Bodegom-Vos L, Davidoff F, Marang-van de Mheen PJ. Implementation and de-implementation: two sides of the same coin? BMJ Qual Saf. 2017 Jun;26(6):495-501.

Low Value Practices are those practices:

- (a) that have not been shown to be effective and impactful,
- (b) that are less effective or impactful than another available practice,
- (c) that cause harm, or
- (d) that are no longer necessary



Citation: Farmer RL, Zaheer I, Duhon GJ, Ghazal S. Reducing Low-Value Practices a Functional-Contextual Consideration to Aid in De-Implementation Efforts. *Canadian Journal of School Psychology*. 2021;36(2):153-165.

Not To-Do List

What do you want to achieve as a school leader or leadership team next year?

What is your success criteria for that?

Which activities and behaviors do you have that align with those goals?

Identify activities and behaviors that distract you.



The confidence to work in collectives



(1) mastery experiences,



(2) vicarious experiences,



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

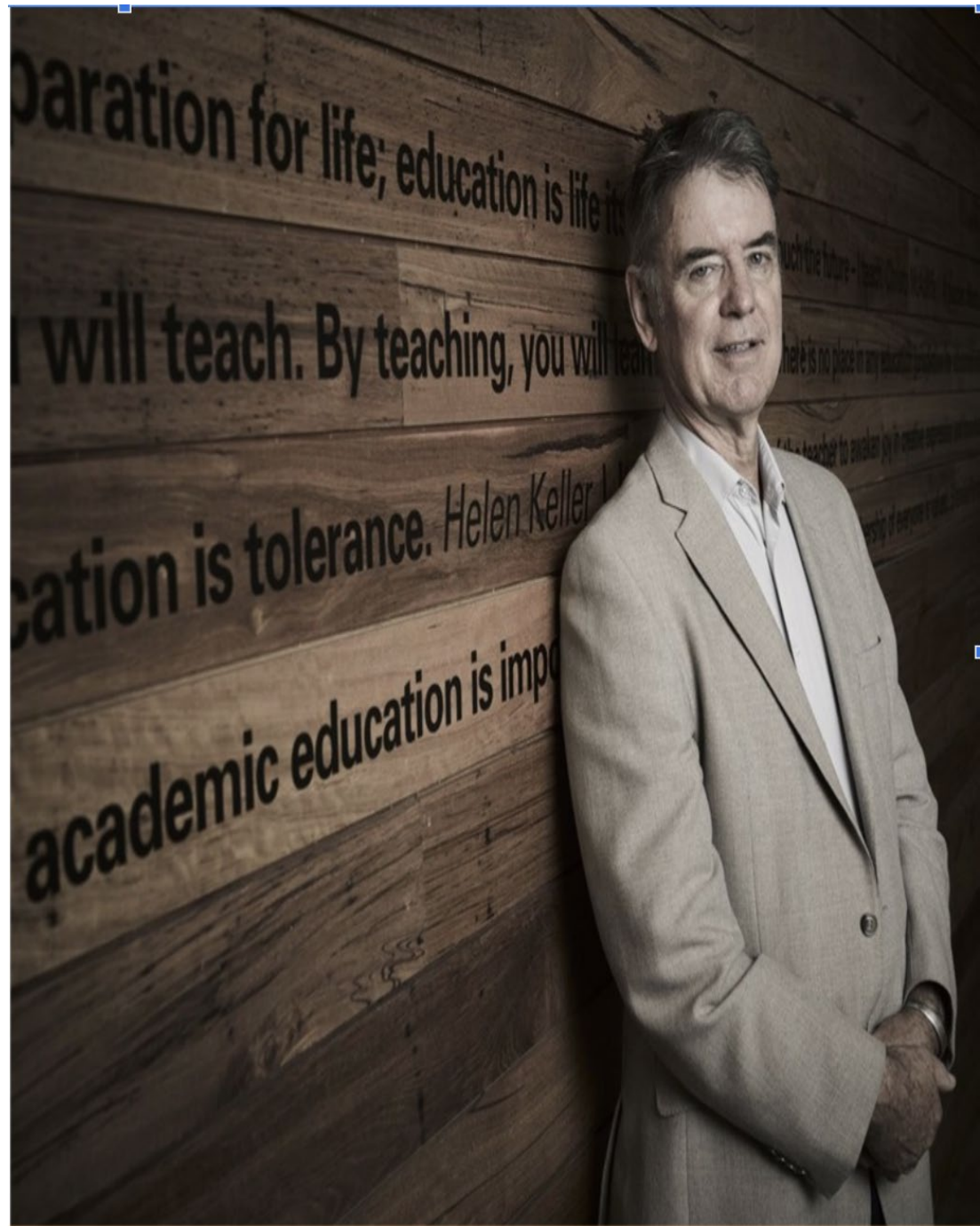


(4) physiological and affective states (Bandura. 1997).

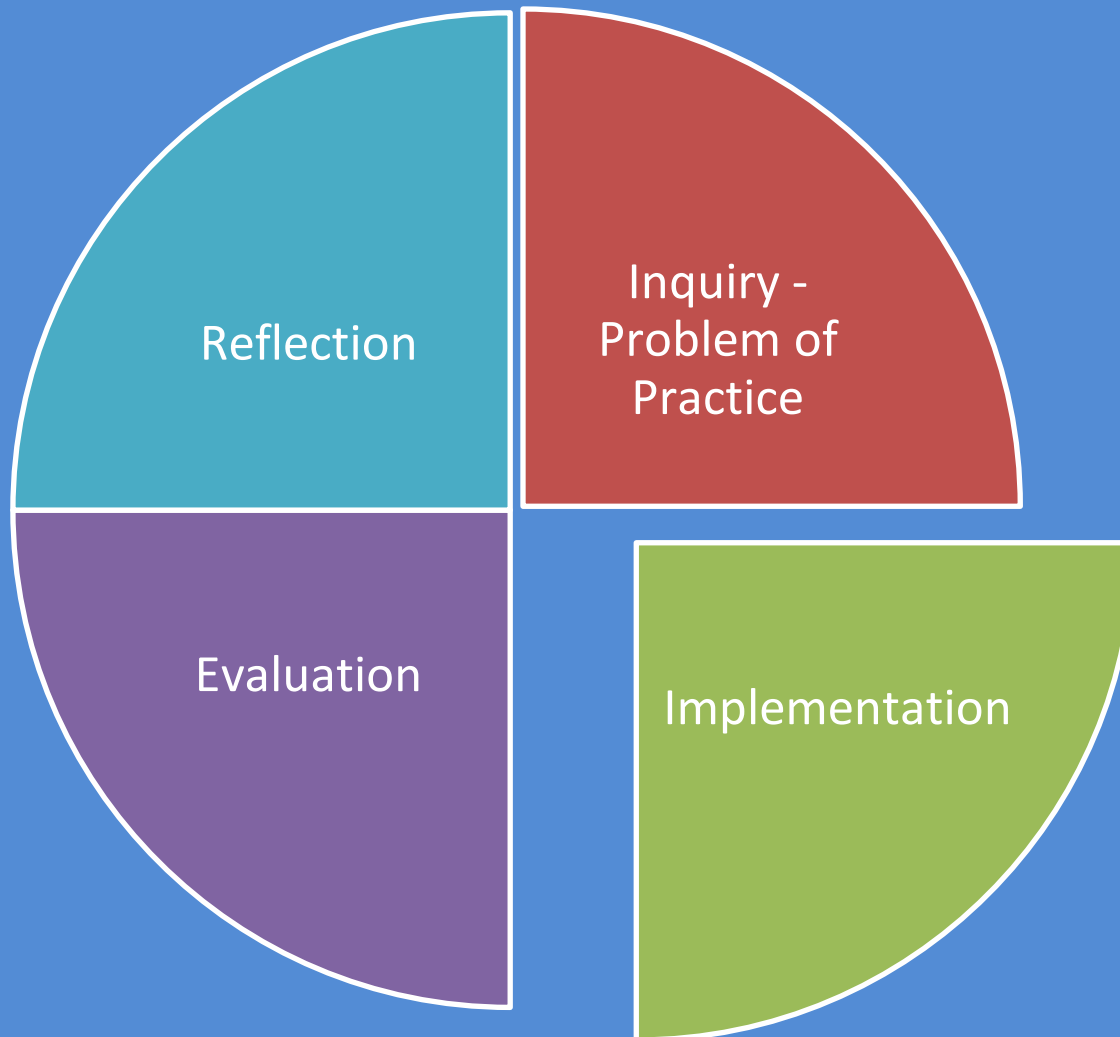
Mentimeter Hold – How do we take the drivers, our academic plan, and engage in the work to foster a successful team? What is the most important mindset your team can have?



An hour with Hattie.



Collaborative Inquiry



Theory of Action

- Based on your 3 main priorities develop a working theory of action.
- If/Then...

Collaborative Inquiry Cycle Placemat (DeWitt. 2023).			
1. Problem of Practice		3. Evaluation	
What are your 3 main priorities as a school? 1. _____ 2. _____ 3. _____	What is your success criteria? 1. _____ 2. _____ 3. _____ • If you do this with intentionality, what would success look like?	What is your evidence of impact? _____ _____ _____ i.e., Demographic, Perceptions, Student Learning, School Processes	Data Source #1 (Related to student learning. Need identified in academic plan). _____ _____ _____
<ul style="list-style-type: none"> What is your evidence saying about your school and student growth and achievement? What does your academic plan or strategic plan focus on? Are your priorities focused on the adults in the school, or are they focused on students? How do they focus on equity and inclusion? 	What are your intended outcomes? • _____ • _____ • _____ • _____	Data Source #2 (Related to student learning. Need identified in academic plan). _____ _____ _____ • Demographic data • Perceptions data • Student learning data • School processes data	Data Source #3 (Related to teachers and leaders own learning). _____ _____ _____
2. Implementation		4. Reflection & Next Steps	
What is your working Theory of Action (TOA)? _____ _____ _____	Intentional Implementation 1. Have you created a logic model? 2. What learning moves (activities) will you make? 3. What is your timetable? 4. What impact are you hoping to have on students, teachers, and leaders? • How will you engage in a reciprocal transfer of learning during this process?	1. What did you learn while engaging in this cycle? 2. How did this impact students in a positive way? 3. What improvements did you make to your practice? 4. What would you do differently next time?	
<ul style="list-style-type: none"> Think of this as an <i>If/Then</i> statement. <i>IF</i> you engage in these actions, <i>THEN</i> what are you expecting or hoping will happen? 			

Theory of Action

If we want leaders and teachers in our district to possess the necessary understanding, knowledge, and skills to impact student learning, then we as directors of teaching and learning need to focus on what necessary understanding, knowledge, and skills are needed to do that work.

Success Criteria – If you successfully accomplish this, what would it look like?

Assumptions:

- Leaders/teachers want our help.
- Leaders/teachers know there is an issue.
- We understand the necessary understanding, knowledge, and skills needed to help them.

Actions:

- Offer effective professional learning
 - Engage participants in the discussion before, during, and after
-

If/Then T-Chart

If...

We want teachers and
leaders...

Then...

Program Logic Model

Theory of Action

How are students and teachers engaged in authentic learning experiences?

How do we support students and teachers in that process?

How do we engage families in that process?

Resources

Resources needed to meet goal #1.

Resources needed to meet goal #2.

Resources needed to meet goal #3.

Activities

Activity #1 - Staff Meeting

Activity #2 - Grade level/Department meeting

Activity #3 - Learning walks

Activity #4 - Student Council/Advisory

Timetable

When and how will you begin taking actionable steps for each activity

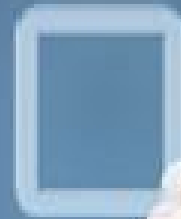
Impact

How will students/teachers benefit?

What evidence is your team collecting along the way?

Explicit Planning Checklist

- Review your TOA and activities.
- Is your TOA clearly written in a way you could post on social media and parents could understand your focus?
- How many activities do you have listed?
 - Does your team/school have the capacity to engage in the activities with fidelity?
 - Is one of your activities focused on evaluating your own impact as a team?
- Is your timetable doable?
- Is this work about the adults or the students?



Collaborative Inquiry





How do our
actions impact
student learning in
positive ways?

How do we
evaluate our own
impact?



Evaluation of Impact

- What evidence might you collect to understand your impact?
- How will you progress monitor your impact?

Collaborative Inquiry Cycle Placemat (DeWitt. 2023).			
1. Problem of Practice		3. Evaluation	
What are your 3 main priorities as a school? 1. _____ 2. _____ 3. _____	What is your success criteria? 1. _____ 2. _____ 3. _____ • If you do this with intentionality, what would success look like?	What is your evidence of impact? _____ _____ _____ i.e., Demographic, Perceptions, Student Learning, School Processes	Data Source #1 (Related to student learning. Need identified in academic plan). _____ _____ _____
<ul style="list-style-type: none"> • What is your evidence saying about your school and student growth and achievement? • What does your academic plan or strategic plan focus on? • Are your priorities focused on the adults in the school, or are they focused on students? • How do they focus on equity and inclusion? 	What are your intended outcomes? • _____ • _____ • _____ • _____	Data Source #2 (Related to student learning. Need identified in academic plan). _____ _____ _____ • Demographic data • Perceptions data • Student learning data • School processes data	Data Source #3 (Related to teachers and leaders own learning). _____ _____ _____
2. Implementation		4. Reflection & Next Steps	
What is your working Theory of Action (TOA)? _____ _____ _____	Intentional Implementation 1. Have you created a logic model? 2. What learning moves (activities) will you make? 3. What is your timetable? 4. What impact are you hoping to have on students, teachers, and leaders? • How will you engage in a reciprocal transfer of learning during this process?	1. What did you learn while engaging in this cycle? 2. How did this impact students in a positive way? 3. What improvements did you make to your practice? 4. What would you do differently next time?	
<ul style="list-style-type: none"> • Think of this as an <i>If/Then</i> statement. <i>IF</i> you engage in these actions, <i>THEN</i> what are you expecting or hoping will happen? 			

Types of Data

Demographic Data – Describe the system.	<ul style="list-style-type: none">• Community - Location, history, economic base• School district – Description, history• Students – Living situation, gender, etc.• Staff – Number of teachers, years of experience• Parents – educational level
Perceptions Data – How we do business. Culture, climate, values and beliefs.	<ul style="list-style-type: none">• Schoolwide self-assessment – surveys• Empathy interviews
Student Learning Data – How our students are doing?	<p>Assessment FOR learning – Assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provides helpful feedback to students.</p> <p>Assessment AS learning – Students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking increased responsibility for their learning.</p> <p>Assessment OF learning – Assessment informs students, teachers, and parents, as well as the broader educational community.</p>
School Processes Data – What are our processes?	<p>Instructional – Differentiated instruction, inclusion, inquiry</p> <p>Organizational – Data teams, instructional coaching</p> <p>Administrative – Attendance programs, class size, Discipline</p> <p>Continuous School Improvement – Evaluation, leadership, vision, etc.</p> <p>Programs – Accelerated reader, 9th grade programs, AVID, etc.</p>

Types of Data

Demographic Data – Describe the system.	<ul style="list-style-type: none">• Community - Location, history, economic base• School district – Description, history• Students – Living situation, gender, etc.• Staff – Number of teachers, years of experience• Parents – educational level
Perceptions Data – How we do business. Culture, climate, values and beliefs.	<ul style="list-style-type: none">• Schoolwide self-assessment – surveys• Empathy interviews
Student Learning Data – How our students are doing?	<p>Assessment FOR learning – Assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provides helpful feedback to students.</p> <p>Assessment AS learning – Students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking increased responsibility for their learning.</p> <p>Assessment OF learning – Assessment informs students, teachers, and parents, as well as the broader educational community.</p>
School Processes Data – What are our processes?	<p>Instructional – Differentiated instruction, inclusion, inquiry</p> <p>Organizational – Data teams, instructional coaching</p> <p>Administrative – Attendance programs, class size, Discipline</p> <p>Continuous School Improvement – Evaluation, leadership, vision, etc.</p> <p>Programs – Accelerated reader, 9th grade programs, AVID, etc.</p>

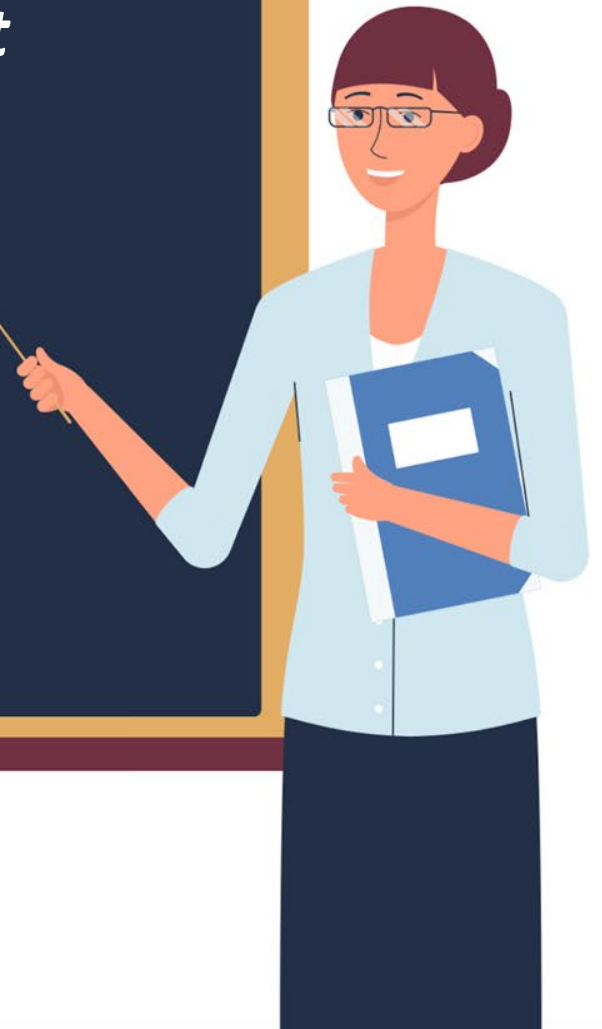
Data Collection Plan

Inquiry Question:

What evidence is going to be collected?	How is the evidence going to be collected?	When is the evidence going to be collected?
Data Source #1 (Related to student learning need identified in academic plan)		
Data Source #2 (Related to student learning need identified in academic plan)		
Data Source #3 (Related to teachers and leaders evaluating their own impact)		

Adapted from Donohoo, J. (2013). Collaborative Inquiry for Educators. A Facilitator's Guide to School Improvement. Corwin Press.

It's not just the evidence that is important. It's the conversation among the group about the evidence that matters.



Collaborative Inquiry

