

DISTRIBUTING LEADERSHIP

COLLECTIVE EFFICACY

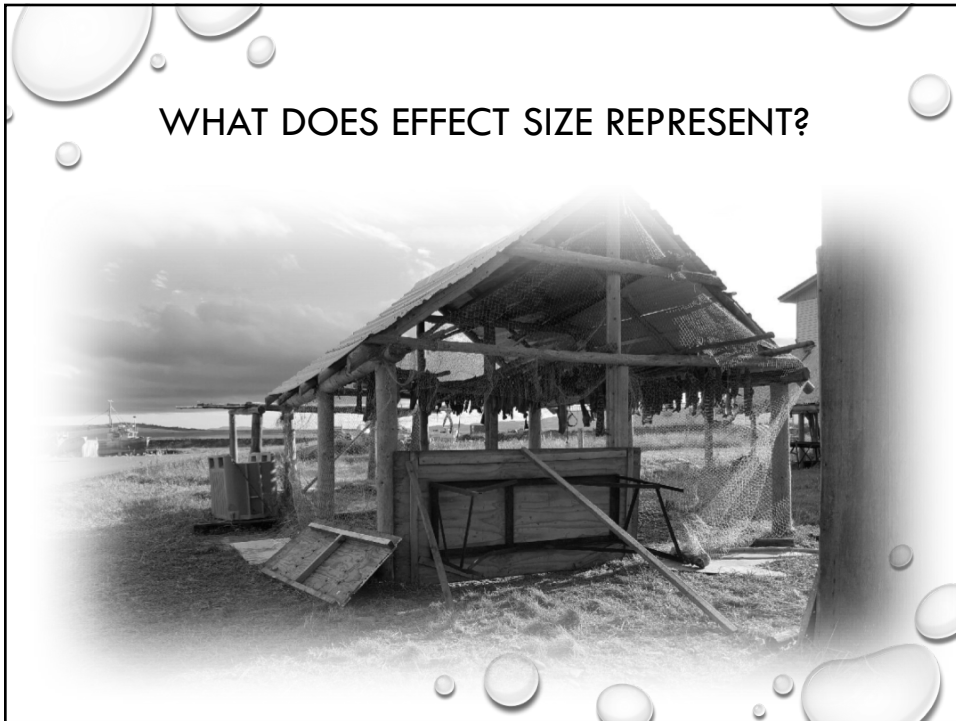


WELCOME

META-ANALYSIS

META-ANALYSIS CAN BE THOUGHT OF AS "CONDUCTING RESEARCH ABOUT PREVIOUS RESEARCH." META-ANALYSIS CAN ONLY PROCEED IF WE ARE ABLE TO IDENTIFY A COMMON STATISTICAL MEASURE THAT IS SHARED AMONG STUDIES, CALLED THE EFFECT SIZE, WHICH HAS A STANDARD ERROR SO THAT WE CAN PROCEED WITH COMPUTING A WEIGHTED AVERAGE OF THAT COMMON MEASURE. SUCH WEIGHTING USUALLY TAKES INTO CONSIDERATION THE SAMPLE SIZES OF THE INDIVIDUAL STUDIES, ALTHOUGH IT CAN ALSO INCLUDE OTHER FACTORS, SUCH AS STUDY QUALITY.

WHAT DOES EFFECT SIZE REPRESENT?



EFFICACY

SELF EFFICACY: BANDURA 1977

“THE CONVICTION THAT ONE CAN SUCCESSFULLY EXECUTE THE BEHAVIOR REQUIRED TO PRODUCE OUTCOMES.”

TEACHER EFFICACY: BELIEF THAT HE OR SHE CAN PERFORM THE NECESSARY ACTIVITIES TO INFLUENCE STUDENT LEARNING

COLLECTIVE EFFICACY

- SYSTEMATIC REVIEW OF RESEARCH ON COLLECTIVE TEACHER EFFICACY
 - RESEARCH STUDIED THE RELATIONSHIP BETWEEN COLLECTIVE TEACHER EFFICACY AND STUDENT PERFORMANCE
 - 100% OF THOSE ARTICLES SHOWED A POSITIVE CORRELATION BETWEEN COLLECTIVE TEACHER EFFICACY AND STUDENT PERFORMANCE

YOUR OWN EFFICACY

- THINK OF A TIME WHERE YOU FELT CONFIDENT THAT YOU HAD THE KNOWLEDGE, SKILLS AND RESOURCES TO BE SUCCESSFUL.
- WHAT DID YOU NOTICE ABOUT YOUR PERSPECTIVE OF SUCCESS WITH THE WORK?

COLLECTIVE TEACHER EFFICACY

(HATTIE 1.57 EFFECT SIZE)

- COLLECTIVE EFFICACY INFLUENCES:
 - TASKS, LEVELS OF EFFORT, PERSISTENCE, SHARED THOUGHTS, STRESS LEVELS AND ACHIEVEMENT OF GROUPS
- BANDURA 1993 DEMONSTRATED THAT THE EFFECTS OF PERCEIVED COLLECTIVE EFFICACY ON STUDENT ACHIEVEMENT ARE STRONGER THAN THE LINK BETWEEN SOCIOECONOMIC STATUS AND STUDENT ACHIEVEMENT

YOUR SETTING

- COLLECTIVE EFFICACY INFLUENCES:
 - TASKS, LEVELS OF EFFORT, PERSISTENCE, SHARED THOUGHTS, STRESS LEVELS AND ACHIEVEMENT OF GROUPS
- WHAT IS IN FRONT OF YOU IN YOUR LEADERSHIP THAT WILL REQUIRE STAFF TO HAVE STRONG PERSISTENCE, COMPLETION OF TASKS OR MANAGING STRESS LEVELS?

Productive Consequences Associated with Collective Teacher Efficacy:

1. Greater effort and persistence
2. Conveying High Expectations
3. Willingness to try new approaches
4. Increased Commitment
5. Enhanced Parental Involvement

FOUR SOURCES OF EFFICACY

1. MASTERY EXPERIENCES:

- EXPERIENCE SUCCESS AND ATTRIBUTE THAT SUCCESS TO CAUSES WITHIN THEIR CONTROL
- LEADERS DIALOGUE WITH STAFF RELATED TO THE SUCCESS AND ATTRIBUTING THAT SUCCESS TO THEIR INFLUENCE

2. VICARIOUS EXPERIENCES:

- SEE OTHERS FACED WITH SIMILAR OPPORTUNITIES AND CHALLENGES PERFORMING WELL. NETWORKING, WATCHING VIDEOS, SITE VISITS OR READING ABOUT IT

FOUR SOURCES OF EFFICACY

3. SOCIAL PERSUASION:

- CREDIBLE, TRUSTWORTHY PERSUADERS TO INNOVATE AND OVERCOME CHALLENGES. BEST WHEN SCHOOL MEMBERS PERSUADE OTHERS THAT THEY CONSTITUTE AN EFFECTIVE TEAM

4. AFFECTIVE STATES:

- FEELING OF EXCITEMENT OR ANXIETY ASSOCIATED WITH AN INDIVIDUAL'S PERCEPTION OF HIS OR HER CAPABILITY OR INCOMPETENCE (LESS RESEARCH HERE)

EXAMPLES WITHIN AN RTI SYSTEM...(1.07 EFFECT SIZE)

1. MASTERY EXPERIENCES:

- EXPERIENCE SUCCESS AND ATTRIBUTE THAT SUCCESS TO CAUSES WITHIN THEIR CONTROL

UNIVERSAL SCREENING:

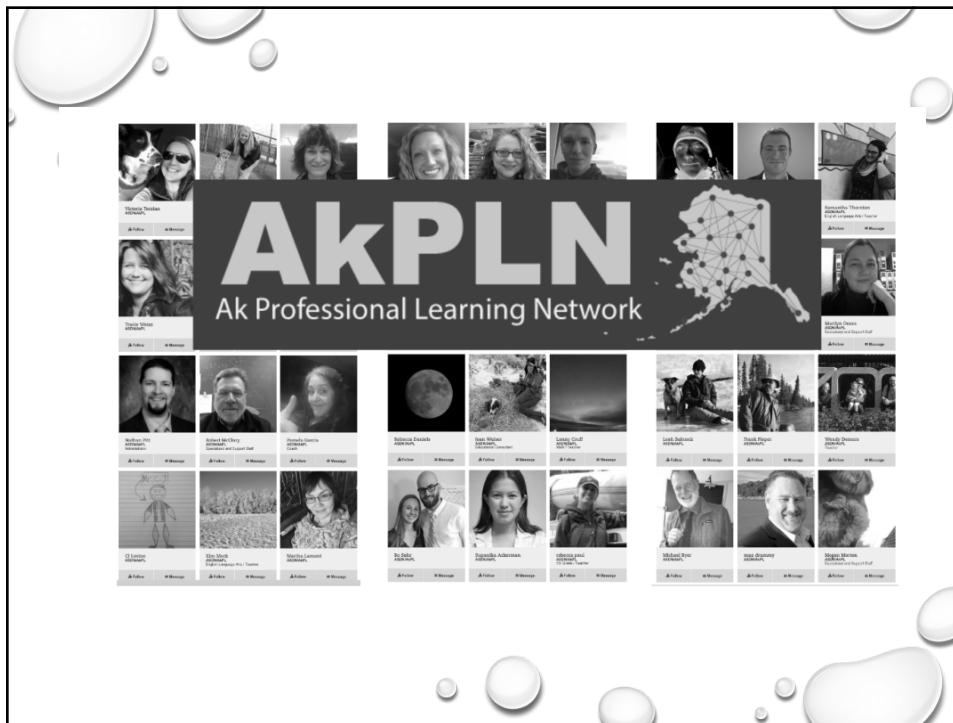
- TEACHERS CAN ACCURATELY IDENTIFY STUDENTS WITH POTENTIAL RISK
- TEACHERS CAN ANALYZE DATA QUICKLY TO BE EFFICIENT AND EFFECTIVE WITH DECISION MAKING

CORE INSTRUCTION: (INSTRUCTION, CURRICULUM, ENVIRONMENT)

- TEACHERS HAVE THE SKILL TO DELIVER INSTRUCTION THAT MEETS THE NEEDS OF ALL LEARNERS IN CORE INSTRUCTION
- TEACHERS HAVE ACCESS TO MATERIALS UTILIZING RESEARCH BASED PRACTICES THAT ARE ALIGNED TO STANDARDS
- TEACHERS HAVE THE CLASSROOM MANAGEMENT SKILLS TO MAXIMIZE LEARNING EXPERIENCE AND LEARNING TIME

VICARIOUS EXPERIENCES


- SEE OTHERS FACED WITH SIMILAR OPPORTUNITIES AND CHALLENGES PERFORMING WELL. NETWORKING, WATCHING VIDEOS, SITE VISITS OR READING ABOUT IT
 - ARTICLES ON RTI NETWORK, CENTER ON RESPONSE TO INTERVENTION
 - VIDEOS ON TEACHING CHANNEL
 - CROSS DISTRICT GRADE LEVEL TEAM MEETINGS (FOCUSED ON PROBLEM OF PRACTICE IDENTIFIED)



Groups

- In-depth Study of Content and Instructional Strategies
- Extension of Face-to-Face Learning
- Blended Learning with Webinars
- District Groups for Collaboration & Professional Learning

<p>Teaching Informational Text Structures</p> <p>In this group we will work together to further our knowledge on the topic of informational text</p>	<p>4 4</p> <p>Started 4/1/17 Last Activity 4/1/17</p> <p>English Language Arts / 6-12 / 1. Gather & Focus / 2. Watch & Analyze / 3. Translate &</p>	<p>ASDN/AAPL Group</p> <p>GROUP LEADER Shelby Skaanen ASDN/AAPL</p> 
<p>RTI 2017 Credit Course Group 3 (Closed to New...</p> <p>This group is for attendees of RTI 2017 who are working toward 1 credit through UAA PACE with</p>	<p>363 40</p> <p>Started 2/6/17 Last Activity 3/29/17</p> <p>Other / RTI</p>	<p>ASDN/AAPL Group</p> <p>GROUP LEADERS (2) Tammy Morris ASDN/AAPL Kathy Blanc ASDN/AAPL</p> 
<p>Kuspuk Upriver KickStarter</p> <p>In this group, you will learn the basics of how to use AAPLN, a Teaching Channel Teams site. AAPLN is a</p>	<p>7 4</p> <p>Started 1/11/17 Last Activity 3/29/17</p> <p>Other</p>	<p>ASDN/AAPL Group</p> <p>GROUP LEADER Steven Porter ASDN/AAPL</p> 
<p>Tough Kids with Karl Schleich</p> <p>This four-part webinar is designed to deepen participants understanding of "Tough Kids", the</p>	<p>474 45</p> <p>Started 1/3/17 Last Activity 3/26/17</p> <p>Pre K-12 / Webinar</p>	<p>ASDN/AAPL Group</p> <p>GROUP LEADERS (4) Diana Kurka ASDN/AAPL Paul Teske Tch Staff</p> 
<p>BSSD CHAMPS Liaisons</p> <p>BSSD CHAMPS Liaisons are teacher leaders in their respective schools. The purpose of this group is to be</p>	<p>6 21</p> <p>Started 11/8/16 Last Activity 3/28/17</p> <p>Behavior / Class Culture / Coaching / Engagement / 5. Analyze & Collaborat...</p>	<p>ASDN/AAPL Group</p> <p>GROUP LEADER Karl Schleich ASDN/AAPL</p> 
<p>JSD Project CART</p>	<p>15 15</p> <p>Started 3/10/17 Last Activity 3/22/17</p>	<p>ASDN/AAPL Group</p> <p>GROUP LEADER Tammy Morris ASDN/AAPL</p> 



The screenshot shows the AKPLN Teaching Channel website. The main content area features a video titled "Silent Signals in the Math Classroom" with a thumbnail of students in a classroom. Below it is a "Featured Video" titled "Multiply and/or Combine like terms" with a thumbnail showing a math problem: $4x(2x-9) - 2(5x - \dots)$. The sidebar on the left includes sections for "PLAYBOOK", "Quick Links", "WEBINAR SERIES", "KIMTAS EFFECTIVE INSTRUCTION CONFERENCE", "LEARNING PATHWAY LIBRARIES", and "ALASKA STANDARDS". The right sidebar contains "My Groups", "Teachers I Follow", and a "Q&A" section with the question "How will you use AK Professional Learning...".

Learning Pathways

- Support the Alaska State Standards and instructional leadership at all levels
- Offer learning opportunities that align with 21st century learning modes: collaboration and individualized learning through the use of video and online tools
- Developed to address the question *How do you create learning groups that can practice new strategies?*

VICARIOUS EXPERIENCES: TABLE DISCUSSION

- SEE OTHERS FACED WITH SIMILAR OPPORTUNITIES AND CHALLENGES PERFORMING WELL. NETWORKING, WATCHING VIDEOS, SITE VISITS OR READING ABOUT IT
 - ARTICLES ON RTI NETWORK, CENTER ON RESPONSE TO INTERVENTION
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SIX ENABLING CONDITIONS FOR COLLECTIVE TEACHER EFFICACY

- ADVANCED TEACHER INFLUENCE
 - TEACHERS ASSUMING LEADERSHIP ROLES, DISTRIBUTED LEADERSHIP, ADVANCE DECISION MAKING
- GOAL CONSENSUS
- TEACHER'S KNOWLEDGE ABOUT ONE ANOTHER'S WORK
 - CO-CONSTRUCT KNOWLEDGE ABOUT EFFECTIVE TEACHING PRACTICES

SIX ENABLING CONDITIONS FOR COLLECTIVE TEACHER EFFICACY (CONT'D)

- COHESIVE STAFF
 - THE DEGREE TO WHICH TEACHERS AGREE WITH EACH OTHER ON FUNDAMENTAL AND ORGANIZATIONAL ISSUES
 - HOLD UNIFIED BELIEFS ON GOAL PRIORITIES, URGENT STUDENT LEARNING NEEDS, PROMISING INSTRUCTIONAL PRACTICES, SOUND ASSESSMENT STRATEGIES, AND EXPECTATIONS ABOUT STUDENT PERFORMANCE
- RESPONSIVENESS OF LEADERSHIP
 - AWARENESS OF SITUATIONS, DETAILS AND UNDERCURRENTS IN THE SCHOOL, BARRIERS FOR EFFECTIVE TEAMING, HOW STAFF IS RESPONDING TO CHANGE
- EFFECTIVE SYSTEMS OF INTERVENTION

CLOSING

