

Leading Change to Improve Student Learning RAPPS Webinar Series

Webinar #2:
Empowering School Staffs to
Improve Student Learning Through
Collective Efficacy

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Outcomes

As a result of this webinar, you will have:

1. An increased understanding of the remaining components of Purposeful Community: Use of All Assets and Collective Efficacy.
2. Increased knowledge and the ability to use the remaining 4 leadership responsibilities associated with developing a purposeful community.
3. Greater understanding of how trust impacts collective efficacy.
4. A 5-step process to increase optimism and collective efficacy in your school community.
5. A plan to improve purposeful community in your school community.
6. Ideas and strategies from colleagues on developing and enhancing purposeful community.

What is a purposeful community?

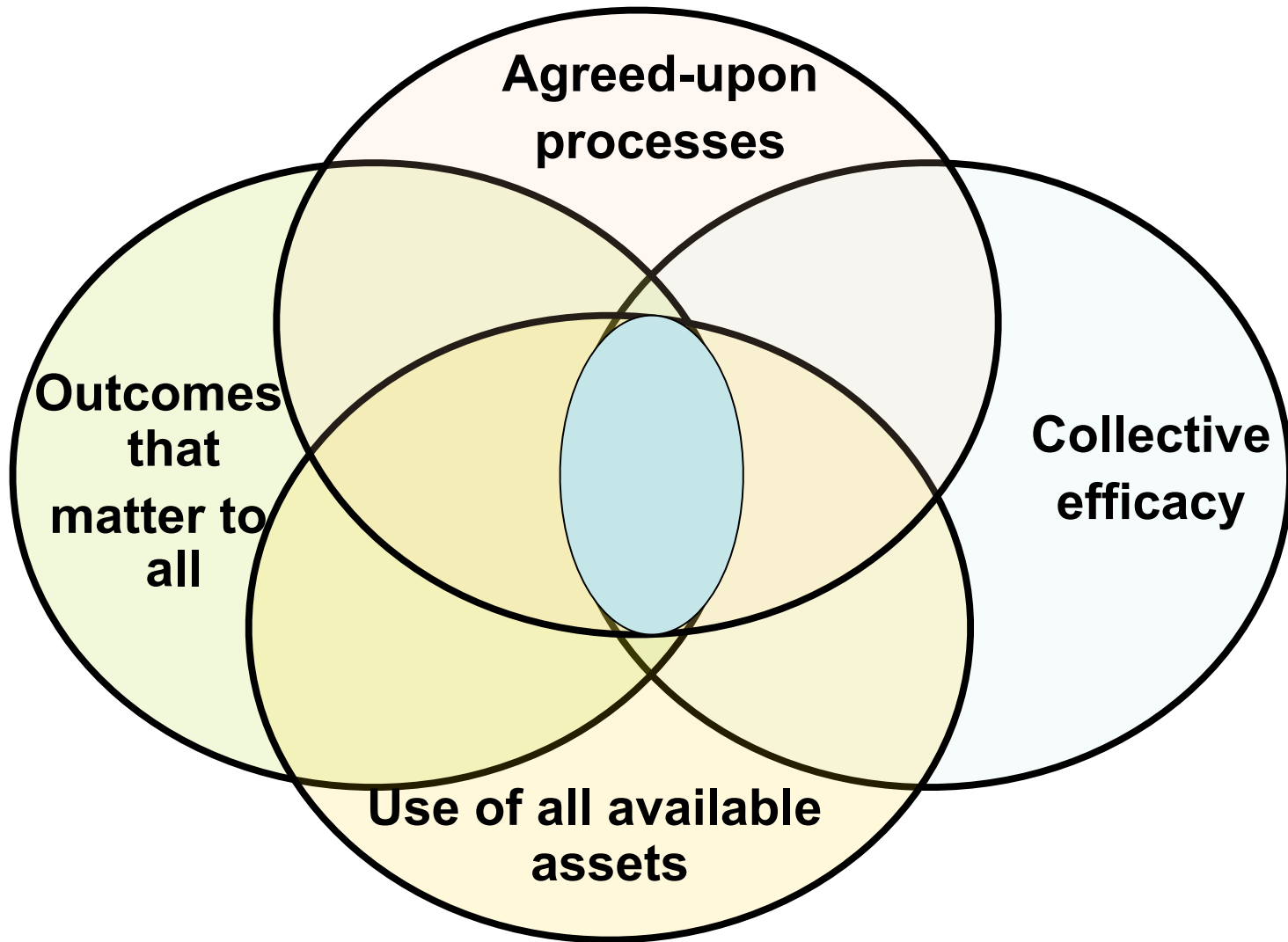
A purposeful community is one with the **collective efficacy** and capability to **develop and use assets** to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes. (McREL, 2004)

Characteristics of a Purposeful Community

- Accomplish purpose and produce outcomes that matter to all
- Agreed-upon processes
- Development and use of all available assets
- Collective efficacy

Collective efficacy is the characteristic that distinguishes purposeful community from other theories about communities.

Purposeful Community



Which Leadership Responsibilities will help me develop a purposeful

- Affirmation 
- Communication
- Culture 
- Ideals/beliefs
- Input
- Relationships 
- Situational awareness 
- Visibility

Leadership Responsibility: Culture

The extent to which the principal fosters shared beliefs and a sense of community and cooperation.

Leadership practices

- Promotes a sense of well being among teachers and staff
- Promotes cohesion among teachers and staff
- Develops an understanding of purpose among teachers and staff
- Develops a shared vision of what the school could be like
- Promotes cooperation among teachers and staff

The power of culture

“ A cohesive culture...gives purpose, vitality, and direction to an educational enterprise. School cultures...offer deep ties among people and the values and traditions that give meaning to everyday life... culture shapes behavior, focus, and success. (p.31)”

Deal (2009) Shaping School Culture

Discussion: Culture

“The bedrock of cultural vitality and stability lies in the optimistic myths, missions, purposes, values, beliefs, assumptions and norms that, deep down, people cherish...culture creates a sense of community. (p.69-70)”
Deal (2009) Shaping School Culture”

Last week you developed or re-visited norms operating in your school. What do your norms reveal about your school culture?

Share responses on the Chat Board or raise your hand to share verbally.

Culture and Living

Recall the essential conditions that comprise the deep structure of the organization:

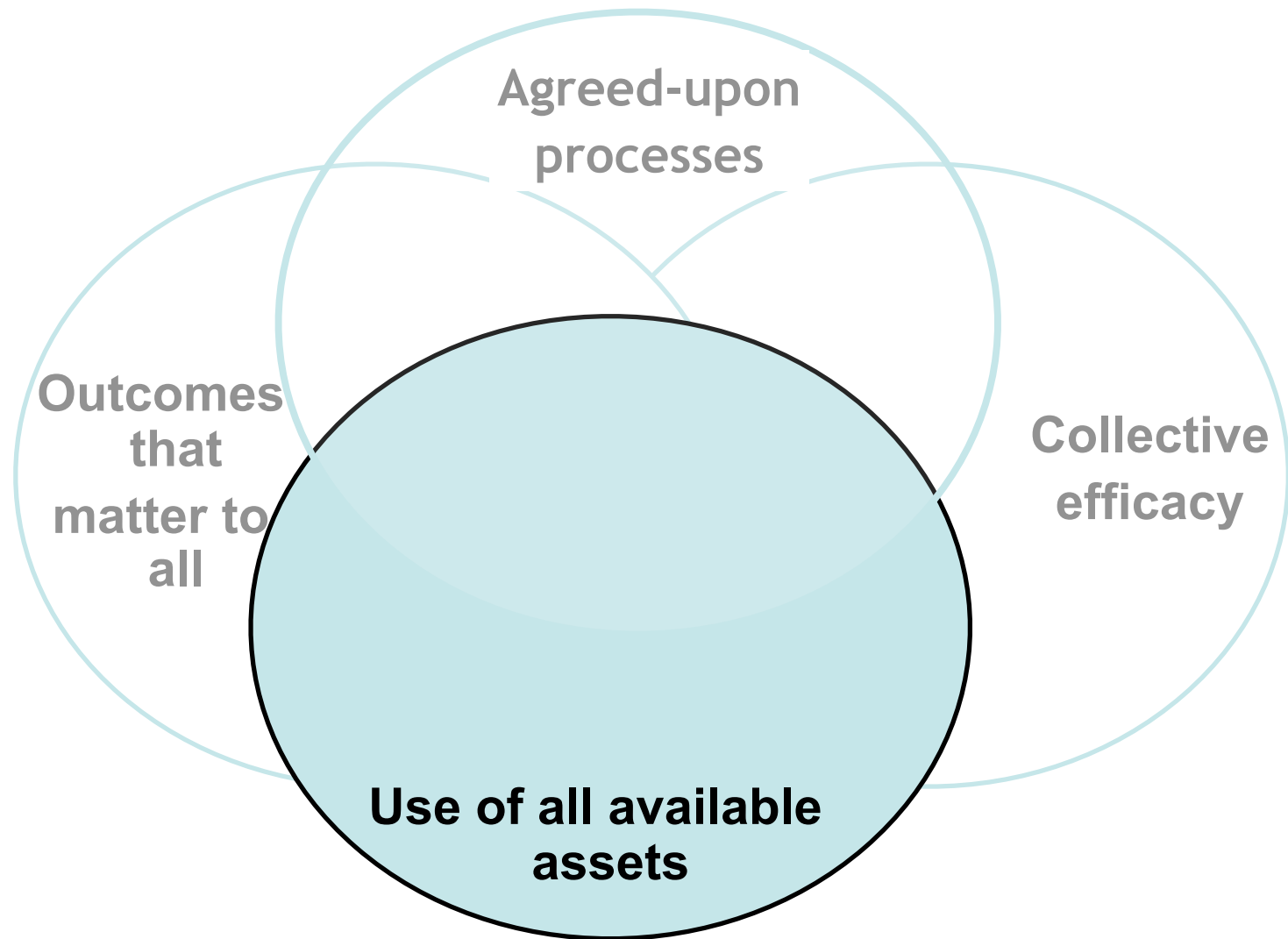
- **Identity:** The sense making capacity of the organization. Why the organization exists; it's purpose and organizing principles.
- **Information:** Critical data the system needs to continually adapt; feedback.
- **Relationships:** The pathways by which information flows; agreements and norms

Artifacts of the deep structure:

- **Structure/ Organizational chart**
- **Patterns of Behavior**
- **Processes**

Leadership and the New Science,
Wheatley (1992)

Purposeful Community



Development and Use of All Available Assets

- Tangible and intangible assets are different.
- The strategic and effective use of assets can have an impact on research-based practices.

Examples of Tangible vs. Intangible

Tangible	Intangible assets
Leaders	Leadership
School goals	Alignment
Improvement plans	Strategy execution
Annual report	Reputation and brand equity
Science	Art
School's strategic plan	Enabling structures
Planning periods	Planning as organizational learning; PLC

Discussion

- Think about the tangible assets you currently utilize to meet the outcomes that matter to your community.
- Consider other tangible assets you might use to address outcomes; e.g. people (staff and community), geographical places, businesses, community resources and networks.
- Share ideas on the Chat Board.

Intangible Assets

Intangible assets “represent the ways that people and resources are brought together to accomplish work. They form the identity and personality of the organization by defining what it is good at doing, and in the end, what it is.”

Intangible assets *are not* easy to measure, so leaders pay far less attention to them than to tangible assets, despite their importance.

(Ulrich & Smallwood, 2004)

Intangible Assets to Consider

- Leadership
- Strategy execution
- Communication and transparency
- Brand equity
- Reputation
- Networks and alliances
- Technology and processes
- Human capital
- Workplace organization and culture; trust
- Innovation
- Intellectual capital
- Adaptability

(Low & Kalafut, 2002)

Intangible Assets

- **Leadership** – articulating a vision, developing others, creating a culture of hard work and cooperation, and planning for succession
- **Strategy execution** – doing what you say you will do
- **Communication and transparency** – managing the organization's public perception through honesty and openness
- **Brand equity** – associating a collection of attributes and emotions with products and experiences
- **Reputation** – identifying what stakeholders think about a whole company
- **Networks and alliances** – collaborating with other organizations to capitalize on the assets of all

(Low & Kalafut, 2002)

Intangible Assets

- **Technology and processes** – simultaneously investing in technology and the organization's effective use of technology.
- **Human capital** – managing recruitment, compensation, and learning to hire and retain good employees.
- **Workplace organization and culture** – ensuring that employees work together effectively; trust.
- **Innovation** – effectively using resources to maintain a competitive edge.
- **Intellectual capital** – quantifying the ideas that an organization generates.
- **Adaptability** – being fast, flexible, and focused on

(Low & Kalafut, 2002)

Discussion

- Review the intangible assets and their definitions from the business world.
- Think about how these intangible assets might apply to your school context.
- Be prepared to share your school's most important intangible assets using the Chat Board.

Trust

Trust is the willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable and competent. (Mishra, 1996; Tschannen–Moran & Hoy, 1998, 2000)

- Trust can be fostered or diminished by the behavior of the leader; schools that cultivate trust reap the benefits of greater adaptability and

Facets of Trust

- **Benevolence:** Caring and positive intentions; assurance that you can count on the good will of another to act in one's best interest
- **Honesty:** The word or promise of another individual can be relied upon; integrity; walking the talk
- **Openness:** The process by which people make themselves vulnerable to others by sharing information, influence and control; disclosure of facts, alternatives, judgments, intentions and feelings; sharing decision-making and sharing power; openness creates a spiral of trust
- **Reliability:** Consistency; Being able to depend on another consistently; predictability
- **Competence:** Perform a task as expected

Self-Trust and Leadership Responsibilities Activity

In The Speed of Trust Covey defines TRUST as both **character** (who you are) and **competence** (your strengths and the results you produce). Trust is not soft, slow, risky, or easy. It is a measurable, definable component of all leadership success. It can be both taught and learned.

- The proof of the value of trust in business is compelling: “Organizations with high trust outperform organizations with low trust by nearly three times.” (Watson Wyatt 2002)
- When trust goes down, speed will also go down and costs will go up. The opposite is also true.

High Trust = Speed ▲ Costs ▼

Low Trust = Speed ▼ Costs ▲



Leadership Responsibilities

**Relationships
Situational
Awareness**

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Relationships

The extent to which the principal demonstrates awareness of the personal aspects of teachers and staff.

Leadership practices

- Is informed about significant personal issues within the lives of teachers and staff
- Maintains personal relationships with teachers and staff
- Is aware of the personal needs of teachers and staff
- Acknowledges significant events in the lives of

Situational awareness

The extent to which the principal is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems.

Leadership practices

- Is aware of informal groups and relationships among teachers and staff
- Is aware of the issues in the school that have not surfaced but could create discord
- Accurately predicts what could go wrong from day to day

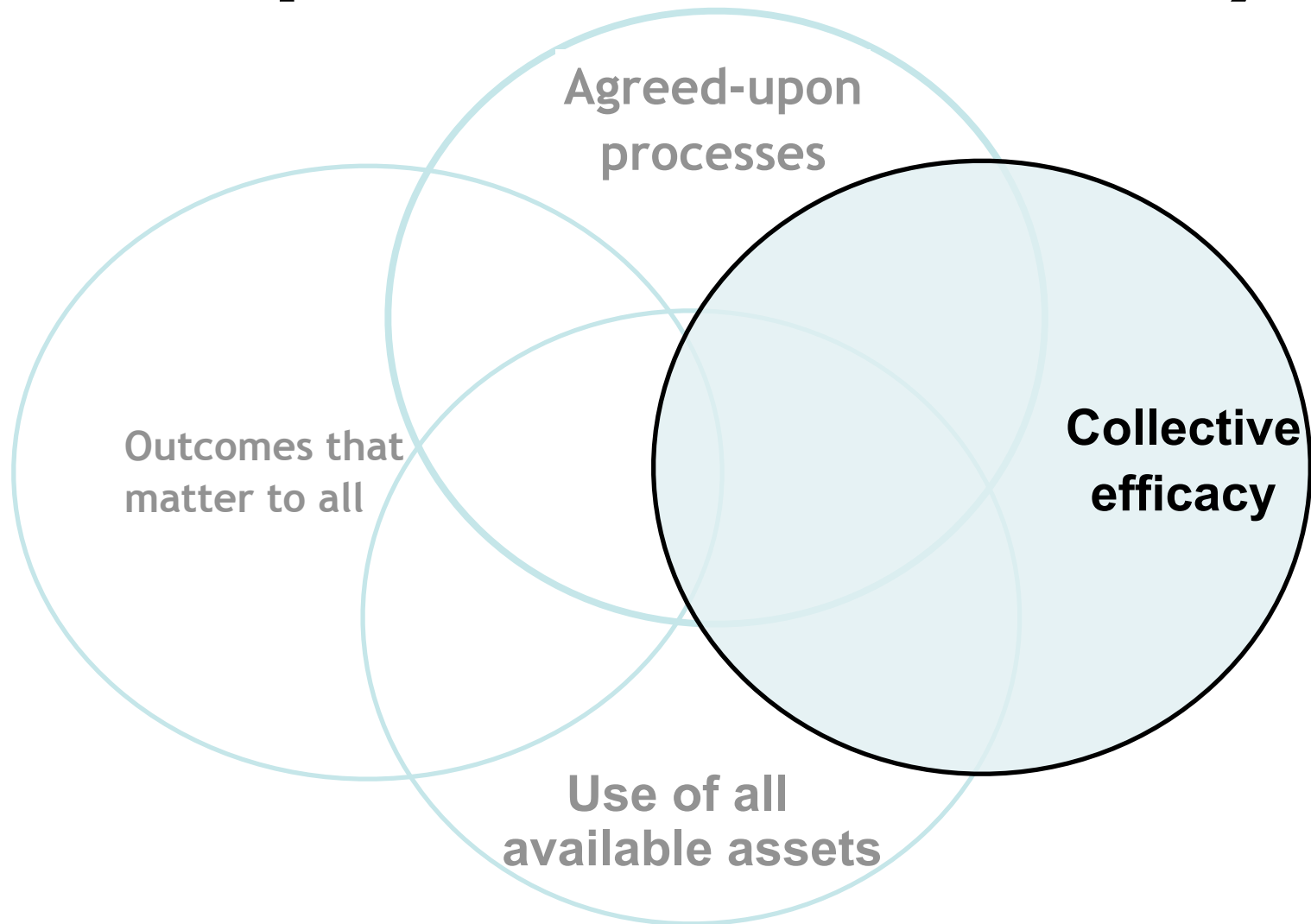
Trust, Relationships, and Situational Awareness

Share what you learned by completing the self-trust and leadership responsibilities activity on the Chat Board.

Trust Continuum

- Think about trust as a continuum from high trust at one end to low trust on the other end of the continuum. Using sticky notes, identify structures, processes and examples of behavior in your school that enable or increase trust and structures, processes and examples of behavior that inhibit or decrease trust. Use a separate sticky note for each example. As a team, place the sticky notes along the continuum.
- After reviewing your trust continuum, identify actions you will take to increase trust in your school while removing barriers to trust.

Purposeful Community



What is collective efficacy?

“For schools, collective efficacy refers to the **perceptions** of teachers in a school that the faculty as a whole can execute the courses of action necessary to have positive effects on students.” (Goddard, 2001)

“Efficacy judgments are *beliefs* about individual or group capability, *not* necessarily accurate assessments of those capabilities.”

(Goddard, Hoy, & Hoy, 2004)

Collective Efficacy in a Cultural Context

“ Perceived collective efficacy is not simply the sum of the efficacy beliefs of individual members. Rather it is an emergent group-level property that embodies the coordinative and interactive dynamics of group functioning... The locus of perceived collective efficacy resides in the minds of group members. It is people acting in concert on a shared belief...(p.271)”

Bandura, A. (2002) Social Cognitive Theory in a Cultural Context in Applied Psychology: An International Review

Collective Efficacy in a Cultural Context

“ People’s shared beliefs in their collective efficacy influence the type of futures they seek to achieve through collective effort; how well they use their resources; how much effort they put into group endeavors; their staying power when collective efforts fail to produce quick results or meet forcible opposition; and their vulnerability to the discouragement that can beset those taking on tough social problems. (p.271)”

Bandura, A. (2002) Social Cognitive Theory in a Cultural Context in *Applied Psychology: An International Review*

Key Research Findings

- There is a positive and significant relationship between collective efficacy and student achievement.
- Collective efficacy is a stronger predictor of student achievement than socioeconomic status.

Conclusions from Literature

“Efficacious schools are more likely to:

- Accept challenging goals,
- Demonstrate stronger efforts, and
- Persist in efforts to overcome difficulties and succeed.”

“Weak collective efficacy is likely to lead to reduced effort and a propensity to give up when things get tough.”

(Hoy, Smith, & Sweetland, 2002)

Implications for School Leaders

- Collective efficacy can be developed.
- Interpretations of past events affect the development of collective efficacy.
- School leaders' interpretations have an impact on collective efficacy.

Implications for School

“ One of the most important aspects of a leader’s role in improving perceptions of collective efficacy is to help a group interpret performance results. In order to build upon a success, a leader needs to identify the specific efforts that resulted in the success; explain how the results fit into a community-shared understanding of what success means; and present the outcomes in a manner that develops confidence while tempering over-confidence and complacency (if the outcome is successful) or defeatism (if the outcome is negative). (p645)”

School Leaders'

- Set feasible goals.
- Interpret achievement data as evidence of success or failure to meet the goals.
- Identify exemplars of successful performance.
- Create opportunities for teachers to observe one another.
- Persuade teachers of the ability to become an effective organization through supervision and staff development.
- Reduce teacher stress from district mandates and community expectations.

(Ross, Hogan-Gray, & Gray, 2004)

Developing Collective Efficacy

Mastery experience
Vicarious experience
Social persuasion
Affective states

The most powerful way to develop collective efficacy is through mastery experience.

“Teachers as a group experience successes and failures. Past school successes build teachers' beliefs in the capability of the faculty, whereas failures undermine it. If success is frequent and too easy, however, failure is likely to produce discouragement. A resilient sense of collective efficacy requires experience

(Goddard, 2003)

The explanatory style of the leader makes a big difference in how individuals interpret success or failure.

“The behavior of school leaders seems likely to influence the interpretations in either positive or negative ways. Leadership that is calm in the face of conflict goes a long way toward limiting misinterpretation and either over– or under–reaction.”

(Hoy, Smith, & Sweetland, 2002)

Interpreting Success

According to Bandura, “If the success is attributed to internal or controllable causes, such as ability or effort, self-efficacy beliefs are enhanced. But if the success is attributed to luck or the interventions of others, self-efficacy may not be strengthened.”

(Goddard, Hoy, & Hoy, 2004, p. 5)

Interpreting Failure

According to Seligman (1990), “learned helplessness” is caused by experiences in which people learn that nothing that they do matters and their responses do not bring them what they want. They learn to expect that, in the future, their actions will once again be futile.

Learned helplessness is the belief that your actions will be futile.

Creating Hope

“Finding temporary and specific causes for misfortune is the art of hope. Temporary causes limit helplessness in time, and specific causes limit

On the other hand, *permanent* causes produce helplessness in the future, and *universal* causes can spread helplessness throughout all endeavors. Finding permanent and universal causes for misfortune is the practice of despair.”

(Seligman, 1990)

Affirmation

The extent to which the principal recognizes and celebrates school accomplishments and acknowledges failures.

Leadership practices

- Systematically and fairly recognizes the accomplishments of teachers and staff
- Systematically and fairly recognizes and celebrates the accomplishments of students
- Systematically and fairly recognizes the failures of and celebrates the

Art of Hope Activity

5 Step Process

A= **adversity** (define the problem)

B= **belief** (thought about the cause of the adversity)

C= **consequences** (what we say and do as a result of the belief)

D= **dispute** (challenge the negative belief or interpretation)

E= **energize** (the positive feeling that occurs after the negative belief is changed)

Sharing next steps chat

- Refer to your purposeful community survey results and the comparison you made with the optimal responses.
- What gaps did you identify as you compared your results with the optimal responses?
- What will you do to enhance purposeful community in your school community?

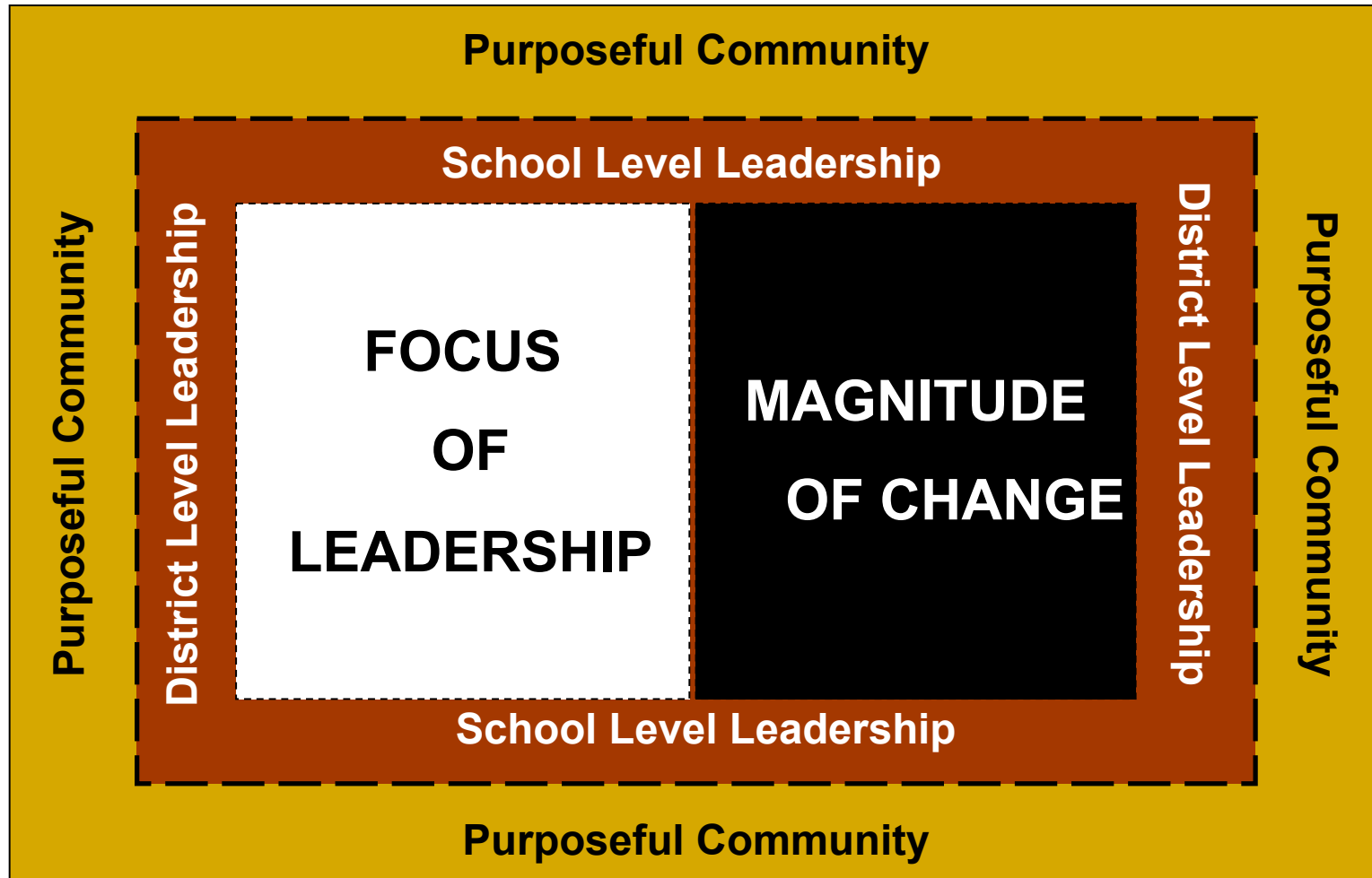


Re- visit Outcomes Poll

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The Balanced Leadership Framework[®]



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