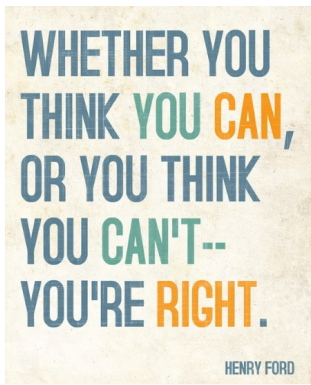


Leading Collective Efficacy



Education Scotland
Dr. Jenni Donohoo

1



HENRY FORD

2

Collective teacher efficacy is the belief that “teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities”.



What words or phrases resonate with you?

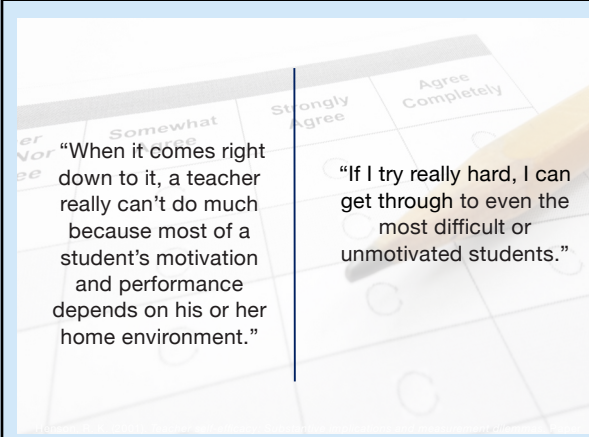
Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools*, 3(3), 189-209.

3



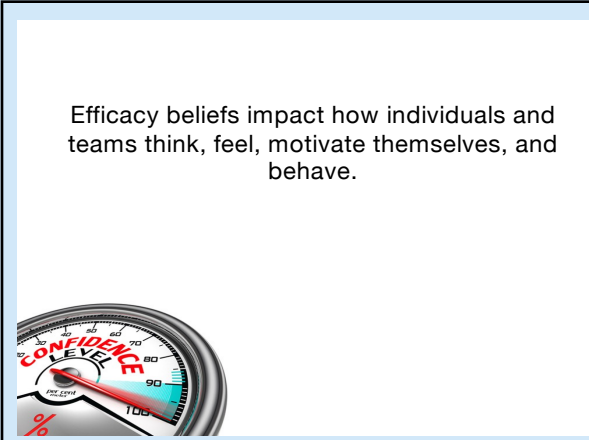
@Jenni_Donohoo

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5

Efficacy beliefs impact how individuals and teams think, feel, motivate themselves, and behave.



6

Success Criteria for the Session

- I can explain the relationship between collective teacher efficacy and student achievement, including its impact on closing achievement gaps.
- I can identify the four sources of efficacy (mastery experiences, vicarious experiences, persuasion, and positive feelings) and describe specific leadership actions that strengthen each source.
- I can analyze teachers' stages of concern regarding change initiatives and determine appropriate leadership responses for each stage.
- I can distinguish between performance goals and mastery goals, and articulate why mastery goals lead to higher implementation success and stronger collective efficacy.

7

Collective Efficacy Strong	Collective Efficacy Weak
----------------------------	--------------------------

Perseverance/Persistence
Effortful
Optimistic
Strategic thinking
Set challenging goals
Commitment
Greater wellbeing
Growth mindset
Open to learning stance

Higher achievement

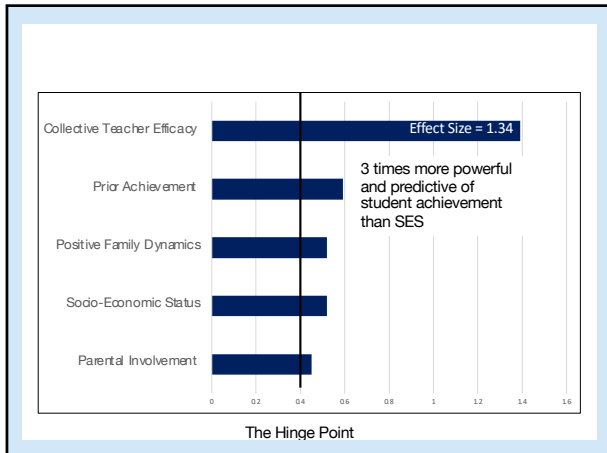
Procrastination
Give up more easily
Pessimistic
Erratic thinking
Set less challenging goals
Apathy
Greater stress & anxiety
Fixed mindset
Knowing stance

Lower achievement

8



9



10

The Research

The Role of Collective Efficacy in Closing Student Achievement Gaps: A Mixed Methods Study of School Leadership for Excellence and Equity

Goddard, R., Skrla, L., & Salloum, S. (2017). The role of collective efficacy in closing achievement gaps. *Journal of Education for Students Placed at Risk*, 22(4), p. 220-236.

11

The Research

CTE was associated with increases in math achievement.

It was also associated with a _____ % reduction in academic disadvantage experienced by minority students.

- a) 2%
- b) 25%
- c) 44%
- d) 50%

Goddard, R., Skrla, L., & Salloum, S. (2017). The role of collective efficacy in closing achievement gaps. *Journal of Education for Students Placed at Risk*, 22(4), p. 220-236.

12

Here is a poll.

The question:
How much could collective efficacy account for reducing the achievement gap?

Options (select only one):

- a) 2%
- b) 25%
- c) 44%
- d) 50%

The Research

CTE was associated with increases in math achievement.

It was also associated with a 50 % reduction in academic disadvantage experienced by minority students.

- a) 2%
- b) 25%
- c) 44%
- d) **50%**

Goddard, R., Skrla, L., & Salloum, S. (2017). The role of collective efficacy in closing achievement gaps. *Journal of Education for Students Placed at Risk*, 22(4), p. 220-236.

13

A theme that consistently emerged in the interview data was that when teachers described mastery experiences, how they learned vicariously, or mood (affective states) of their schools “they frequently emphasized what their principals did to contribute in these areas” (p. 11).

Goddard, R., Skrla, L., & Salloum, S. (2017). The role of collective efficacy in closing achievement gaps. *Journal of Education for Students Placed at Risk*, 22(4), p. 220-236.

14

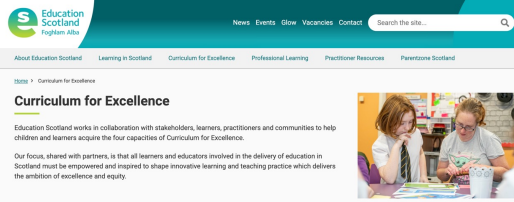
The Research

“Principals in schools with relatively high collective efficacy were often credited by teachers for putting structures in place that enabled teacher collaboration for instructional improvement” (p. 13).

Schools with low collective efficacy showed evidence of less democratic and more punitive types of leadership.

Goddard, R., Skrla, L., & Salloum, S. (2017). The role of collective efficacy in closing achievement gaps. *Journal of Education for Students Placed at Risk*, 22(4), p. 220-236.

15



It's important for educators in Scotland to understand the power of collective teacher efficacy and its potential in improving student outcomes and empowering teacher and student voice.

16

The Research

Research shows that leadership has an indirect impact on student achievement through collaboration and efficacy.

Leadership → Collaboration → Collective Efficacy → Student Achievement

Goddard, R., Goddard, Y., Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective beliefs in support of student learning. *American Journal of Education*, 121, 501-530.

17



18

Key Findings

The researchers found that CTE was associated with both greater positive teacher outcomes (such as job satisfaction and well-being) and reduced negative outcomes (such as stress and burnout).

Sahli Lozano, C., Wicki, M., Wüthrich, S., & Setz, F. (2025). A systematic review and meta-analysis of Collective Teacher Efficacy's relationships with outcomes in the Job Demands-Resources model. *Teaching and Teacher Education*, 159, 105006.

19

Key Findings

Based on the study findings, the researchers discovered that when teachers have strong collective efficacy, it has a much bigger impact on creating positive workplace experiences than on reducing negative ones.

Sahli Lozano, C., Wicki, M., Wüthrich, S., & Setz, F. (2025). A systematic review and meta-analysis of Collective Teacher Efficacy's relationships with outcomes in the Job Demands-Resources model. *Teaching and Teacher Education*, 159, 105006.

20

Key Findings

Most significantly, job satisfaction was found to have a partial mediating role in the relationship between collective teacher efficacy and burnout.



Yurt, E. (2022). Collective teacher self-efficacy and burnout: The mediator role of job satisfaction. *International Journal of Modern Education Studies*, 6(1), 51-69.

21

Key Findings

The researcher found that teachers' collective efficacy for student discipline significantly mediated the relationship between job stress from student misbehaviour and job satisfaction.

Klassen, R. M. (2010). Teacher stress: The mediating role of collective efficacy beliefs. *The Journal of Educational Research*, 103(5), 342-350.

22

How do we create the conditions?

1. Tap into the sources of efficacy.
2. Address teachers concerns.
3. Develop shared mastery goals.



23

How do we create the conditions?

1. **Tap into the sources of efficacy.**
2. Address teachers concerns.
3. Develop shared mastery goals.



24



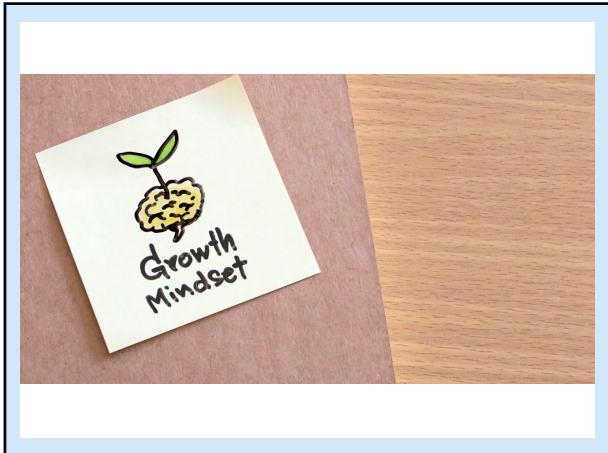
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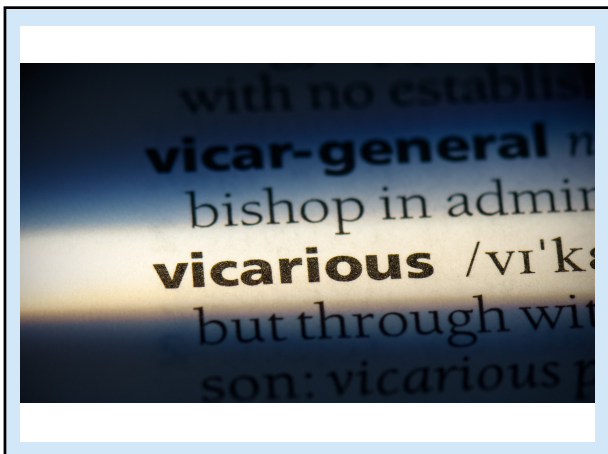
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32

Vicarious Experiences: Similarity

- Demographic similarity: the students are of similar age, cultural background, or socioeconomic status.
- Content similarity: the teacher teaches the same subject area or uses a similar curriculum.
- Context similarity: the teacher works in a similar school environment, be it urban, suburban, or rural.
- Resource similarity: the teacher has access to similar resources or support systems.
- Challenge similarity: the teacher faces comparable challenges or obstacles in their teaching practice.
- Experience similarity: the teacher has a similar number of years in the profession and is of a similar age.

How might you set up opportunities for vicarious learning based on 'similarity'?

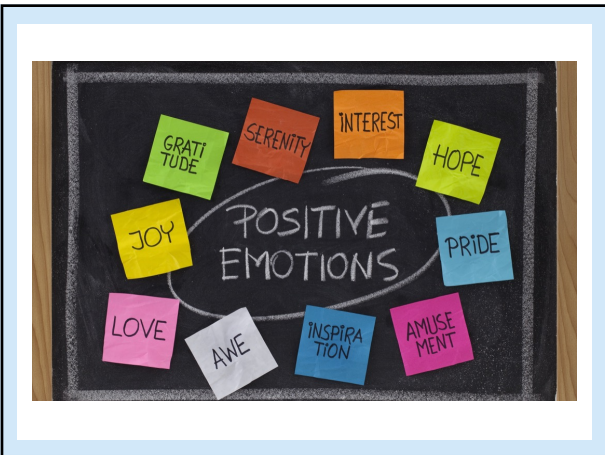
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36

Mastery Experiences For efficacy to be enhanced, teams need to succeed at the things they perceive as difficult.	Vicarious Experiences When seeing others meet with success, it's important to identify similarities between those we are observing and our own situations.
Persuasion Persuasion can be used to enhance efficacy if educators find the persuader credible and trustworthy.	Feelings/Emotions Negative emotions diminish efficacy. Positive emotions strengthen it.

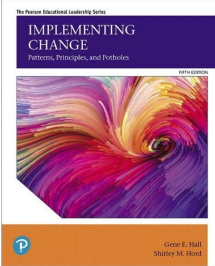
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How do we create the conditions?

1. Tap into the sources of efficacy.
2. **Address teachers concerns.**
3. Develop shared mastery goals.

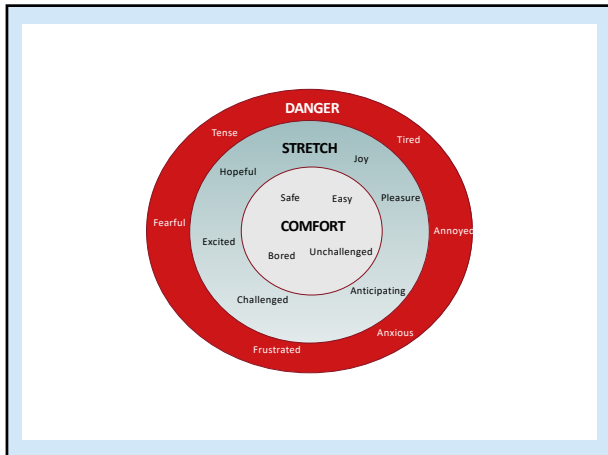


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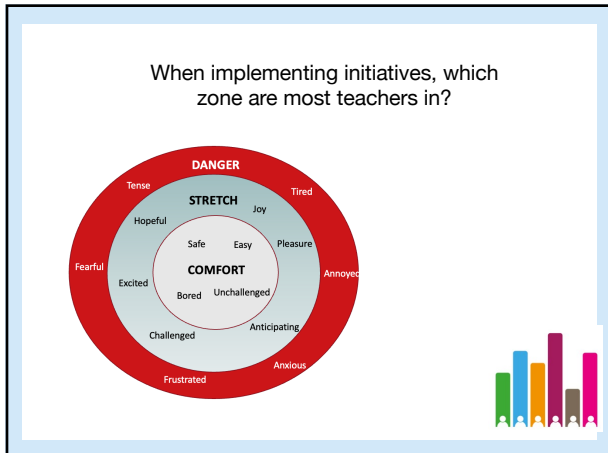


What is the relationship between feelings & perceptions about change *and* implementation?

39



40



41

Here is a poll.

Questions: In which zone does learning occur?

Responses (select only one):

- Comfort
- Stretch
- Danger

Learning Defined

"A *permanent* change in thinking and behaviour".

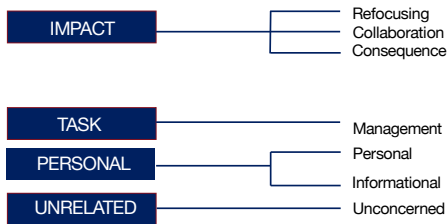
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What are school leaders and teachers currently feeling about the changes required of them?



43

Stages of Concern



44

Stages of Concern: **Unconcerned**

“ I have heard of the curriculum improvement cycle, but I have too much on my plate right now to be concerned about it. ”

45

Stages of Concern: **Informational**

“ I am not sure what the curriculum review entails. I need to find out more about it. ”

46

Stages of Concern: **Personal**

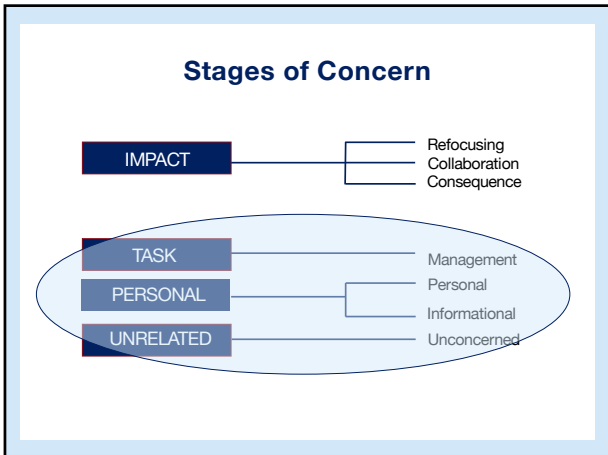
“ I am concerned about the changes I will need to make in my practice. How much time is this going to take? ”

47

Stages of Concern: **Management**

“ I am concerned about how to manage the changes as part of my daily routine. ”

48

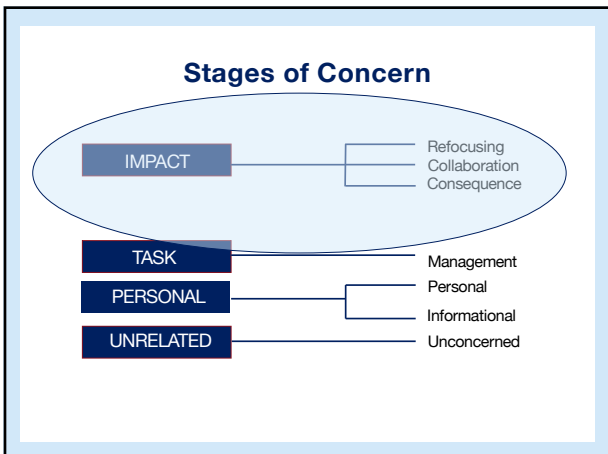


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 **Stages of Concern**

How are these concerns similar and/or different from what you're hearing/experiencing?

50



51

Stages of Concern: **Consequence**

“ How will the curriculum improvement cycle affect my students? ”

52

Stages of Concern: **Collaboration**

“ I'd like to share some strategies/ideas with others. I think my colleagues should know about some of the things I've discovered. ”

53

Stages of Concern: **Refocusing**

“ I have some ideas about how to make concepts clear and strategies work even better in my classroom. ”

54

Stages of Concern

To help school leaders and teachers deal with change, strategies need to be aligned with their concerns.

55

Stages of Concern

Another aspect (often overlooked) early on is failing to address information concerns.

When people don't know what's happening, it is perfectly normal for personal concerns to become more intense.

56

Stages of Concern

Which stage of concern best describes your staff right now?



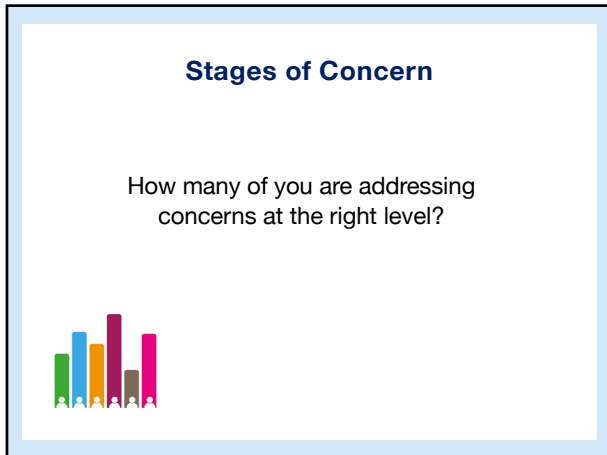
Here is a poll.

Question: Which stage of concern best describes your staff right now?

Options (select one):

- Unconcerned
- Informational
- Personal
- Management
- Consequence
- Collaboration
- Refocusing

57



58

Here is a poll.

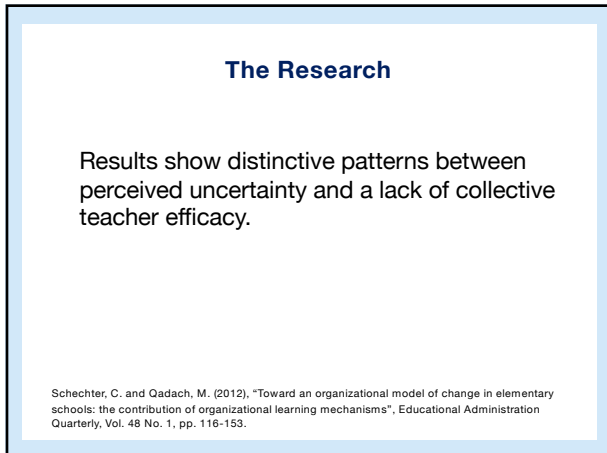
Question: Are you addressing teachers' concerns at the right stage of concern?

Options (select one):

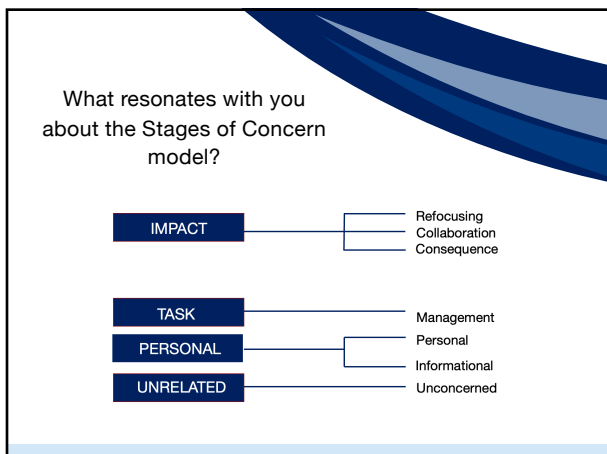
Yes

Maybe

Not so sure



59



60

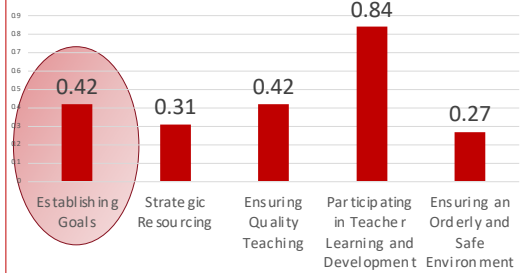
How do we create the conditions?

1. Tap into the sources of efficacy.
2. Address teachers concerns.
3. **Develop shared mastery goals.**



61

Leadership Practices that Impact Student Outcomes



Robinson, V., Hohepa, M. & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why*. Best evidence synthesis iteration [BES]. New Zealand: Ministry of Education.

62

Help Teams Gain Consensus on Goals

- “Optimal state of inner experience happens when our attention is invested in realistic and clear goals” (Csikszentmihalyi, 1990).
- Understanding why goal setting is important and how it works is critical to the execution of this leadership practice.

63

Why is goal-setting important?

1. Goals direct attention to the task at hand (and away from distractions).
2. Goals mobilize effort.
3. Goals increase persistence.
4. Goals promote the development of new strategies when current ones aren't working.

Based on the work of Locke, E., & Latham, G. (2002) cited in Katz, S., Dack, L., & Malloy, J. (2018). *The Intelligent, Responsive Leader*. Thousand Oaks, CA: Corwin Press.

64

Mastery versus Performance Goals

At the student level:

Student 1's Goal:

I want to get an 'A' in French.

Performance Goal

Student 2's Goal:

I want to learn the French language.

Mastery Goal

65

Mastery versus Performance Goals

Will this be on the test?

I need to get an 'A' in this class.

Is there anything I can do for extra credit?

Can you help me to understand this better?

66

Mastery versus Performance Goals

Students with mastery-approach goals focus on the development of competence for its own sake.

When students have mastery-approach goals, they strive to master or know the task they are working on; they are motivated to learn in order to improve their knowledge and abilities.

The emphasis is on learning and self-improvement.

An example of a mastery-approach item is: "I want to learn as much as possible from this class."

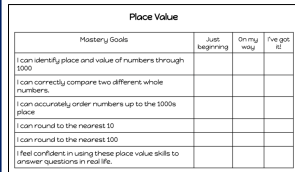
67

Mastery versus Performance Goals



	FALL	WINTER	SPRING	SUMMER
By the end of the year				
By the end of the semester				
By the end of the quarter				

Example: Performance Goals
Norm Referenced



Place Value	Mastery Goals	Just beginning	On my way	I've got it!
I can identify place and value of numbers through 1000				
I can correctly compare two different whole numbers				
I can accurately order numbers up to the 1000s place				
I can round to the nearest 10				
I can round to the nearest 100				
I feel confident in using these place value skills to answer questions in real life				

Example: Mastery Goals
Criterion Referenced

68

Mastery versus Performance Goals

Does your school primarily use performance or mastery goals?



Here is a poll.

Question: Does your school primarily use performance goals or mastery goals?

Options (select one):
Performance goals
Mastery goals

69

Mastery versus Performance Goals



A Study Examining the Outcomes: Performance Goals versus Mastery Goals

Four Key Findings

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

70

Mastery versus Performance Goals

1. Performance was highest when a specific mastery goal was stipulated.

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

71

Mastery versus Performance Goals

2. Those assigned to the mastery goal orientation group, took the time necessary to acquire the knowledge and perform tasks effectively (taking the time to analyze the task-relevant information that was available to them).

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

72

Mastery versus Performance Goals

3. Those assigned to the mastery goal orientation group, were convinced that they were capable of mastering the task (an increase in efficacy occurred as a result of discovering effective strategies whereas a performance goal led to a 'mad scramble' for solutions).

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

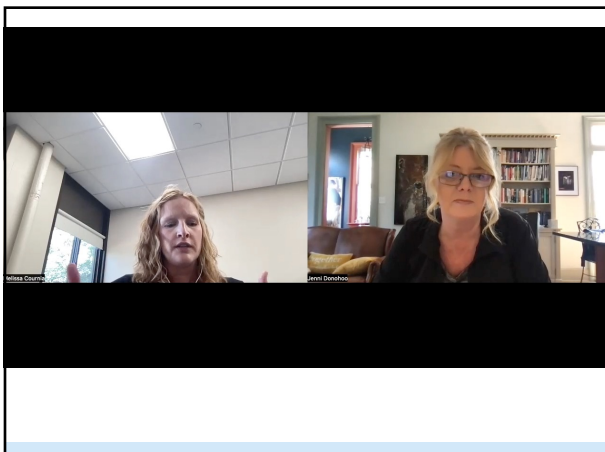
73

Mastery versus Performance Goals

4. Those in the mastery goal group had a higher commitment to their goal than did those in the performance goal orientation group (in addition, the correlation between goal commitment and performance was significant).

Seijts, G., & Latham, G. (2005). Learning versus performance goals: when should each be used? *Academy of Management Executive*, 19(1), 124-131.

74



75



What are your thoughts about what Melissa shared?

What are your next steps regarding goal setting?

76

Mastery Goals

Student Learning Need: Students can recall historical facts about westward expansion but struggle to understand multiple perspectives or the impact on different groups.

Teacher's Mastery Goal: Learn strategies for helping fourth graders move beyond fact recall to analyze historical events from multiple perspectives, particularly understanding how the same event affected different groups differently.

77

Mastery Goals

Student Learning Need: Students can solve algebraic equations using procedures but can't explain what the variable represents or why the solution makes sense.

Teacher's Mastery Goal: Understand why students can follow algebraic procedures mechanically without conceptual understanding, and discover instructional approaches that develop students' sense-making about variables and equations.

78

Mastery Goals

Student Learning Need: Students write narratives with events listed in sequence but lack descriptive details, dialogue, or emotional depth.

Teacher's Mastery Goal: Discover why third graders produce skeletal narratives and learn mentor text strategies and revision techniques that help students elaborate their stories with sensory details and character development.

79

How do we create the conditions?

1. Tap into the sources of efficacy.
2. Address teachers concerns.
3. Develop shared mastery goals.



80

How will YOU create the conditions?

1. How will you intentionally 'tap' into the sources of efficacy?
2. How will you identify and address teachers' stages of concern?
3. Can you revise one or two performance goals to mastery goals?

81

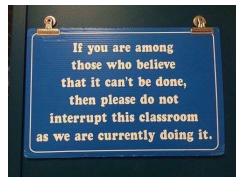
Success Criteria for the Session

- Can I explain the relationship between collective teacher efficacy and student achievement, including its impact on closing achievement gaps?
- Can I identify the four sources of efficacy (mastery experiences, vicarious experiences, persuasion, and positive feelings) and describe specific leadership actions that strengthen each source?
- Can I analyze teachers' stages of concern regarding change initiatives and determine appropriate leadership responses for each stage?
- Can I distinguish between performance goals and mastery goals, and articulate why mastery goals lead to higher implementation success and stronger collective efficacy?

82

Vision for the Future

Shape mastery environments in which everyone in an educational setting shares the belief that individually and collectively they have the capability to impact positive change.



83