Collective Efficacy

Dr. Heather DeBoer

November 5, 2026

Goals for today...

- Defining collective efficacy
- Share the positive impact
- Qualities that grow collective efficacy
- Spark intentionality of those qualities and belief in each other

Researchers on the topic....

- **Albert Bandura (1997)**
- **John Hattie (2006-2018)**
- **Jenni Donohoo (2018)**
- **Rachel Eells (2011)**
- *Hoosteen (2020)*
- *Echiverri (2021)*
- *Zhang et. al. (2021)*
- *Bryce, Granger, & Fraser (2022)*
- *Carlock, Chaney & Owens (2022)*
- *Li (2023)*
- *Mickens (2023)*

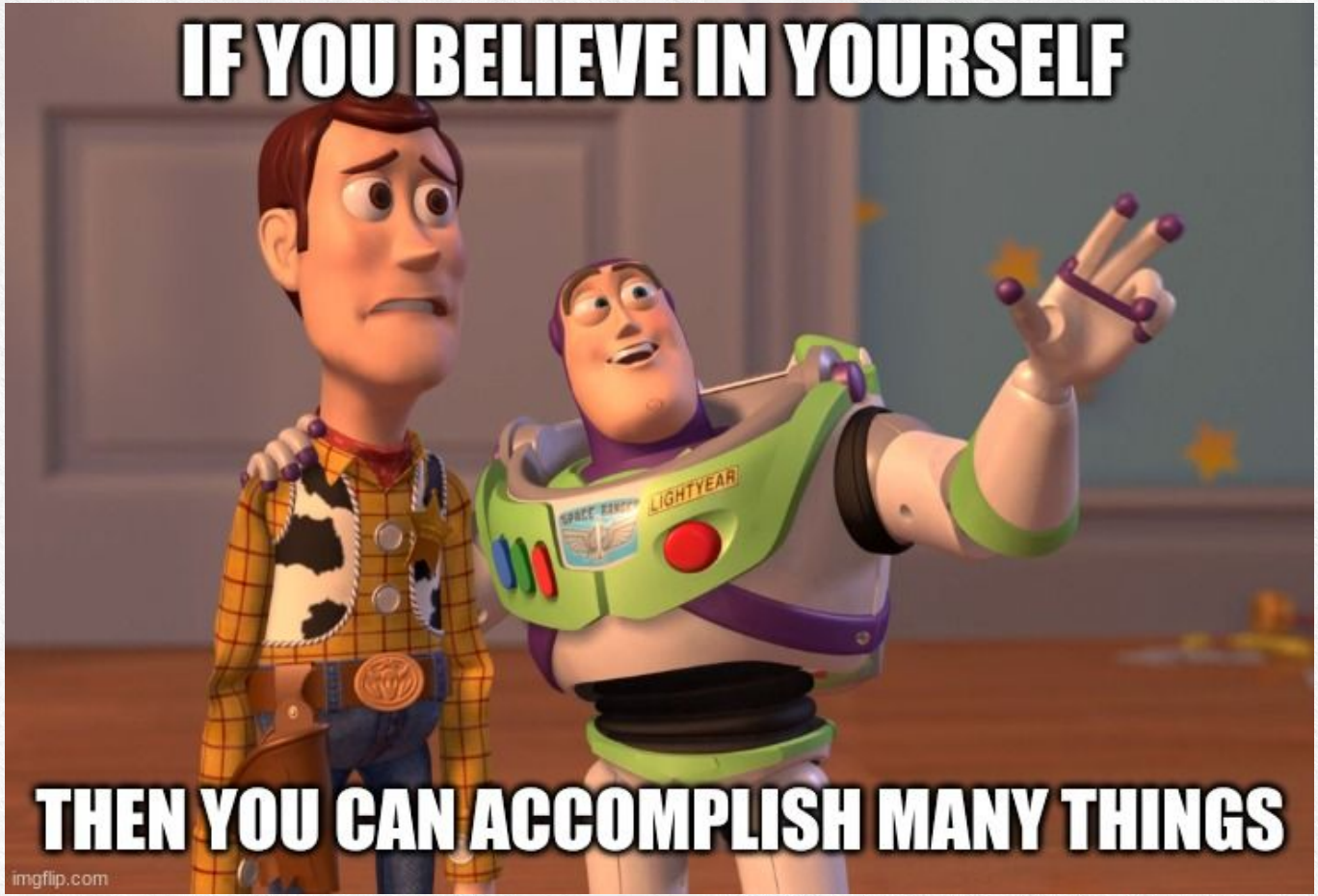


Self-Efficacy

The belief in one's ability to succeed in specific situations or accomplish a task.

Belief in yourself

(Bandura, 1997)


IF YOU BELIEVE IN YOURSELF
LIGHTYEAR
THEN YOU CAN ACCOMPLISH MANY THINGS
imgflip.com

Definition of Collective Efficacy

The shared belief among a group of individuals in their ability to work together effectively to achieve common goals and overcome challenges.

(Bandura, 1997)

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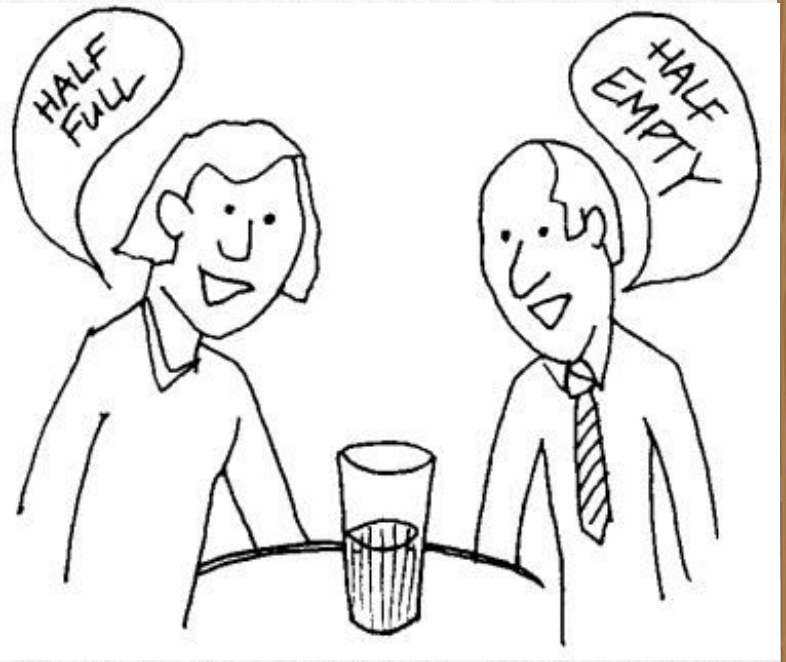
Collective Teacher Efficacy

"The collective self-perception that teachers can make an educational difference to their students over and above the educational impact of homes and communities."

(Tschannen-Moran & Barr, 2004)

Perception.....

- How people view and interpret situations.
- Influences behavior and decisions.
- Collective efficacy isn't just the total sum of everyone's self-efficacy... but is each individual's **perception** of the group's overall effectiveness.



Collective Teacher Efficacy

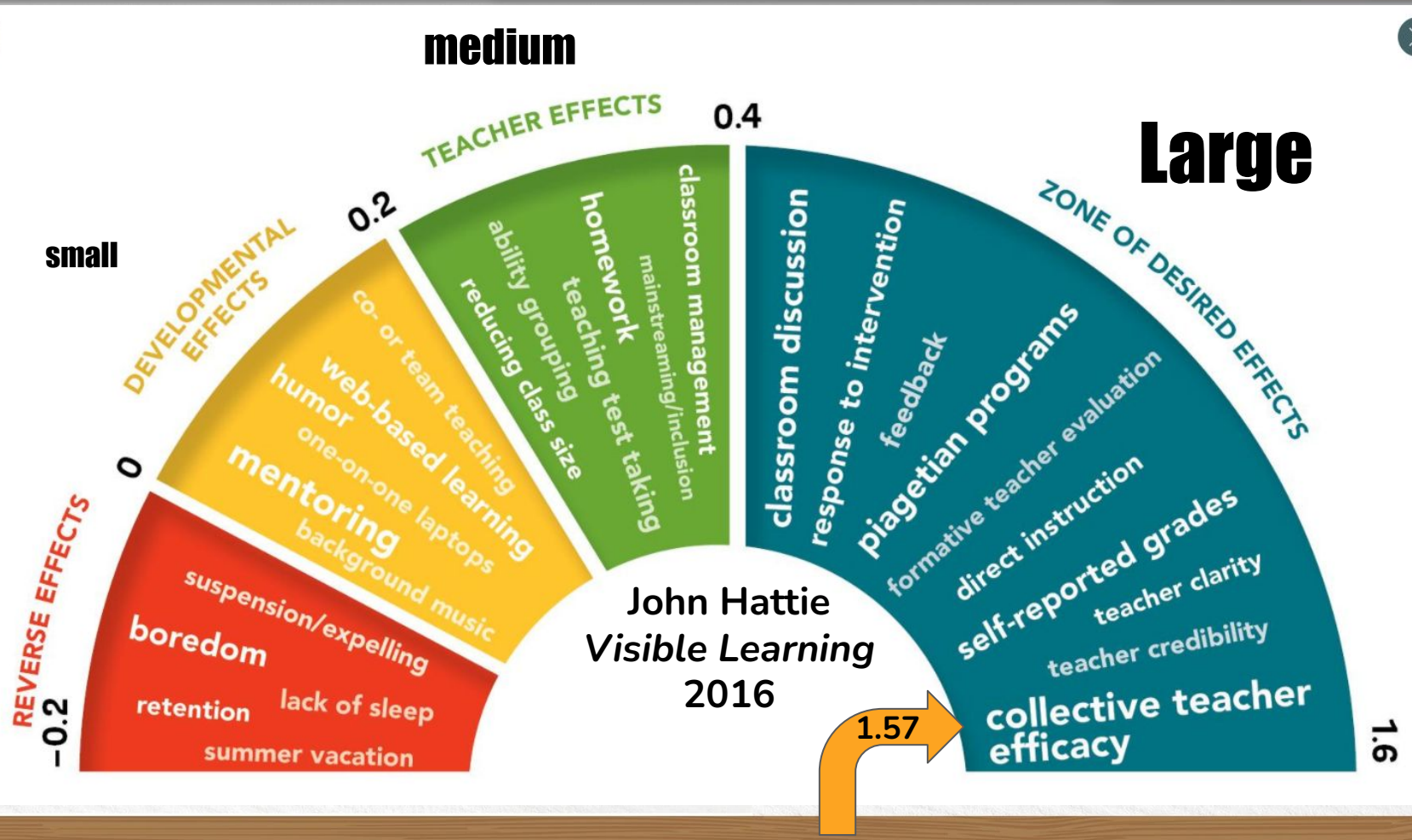
When teachers share this belief,
it **outranks** *every other factor*
in regard to impacting student achievement including socioeconomic status, home environment, and parental involvement.

(Hattie, 2016)

Collective Teacher Efficacy

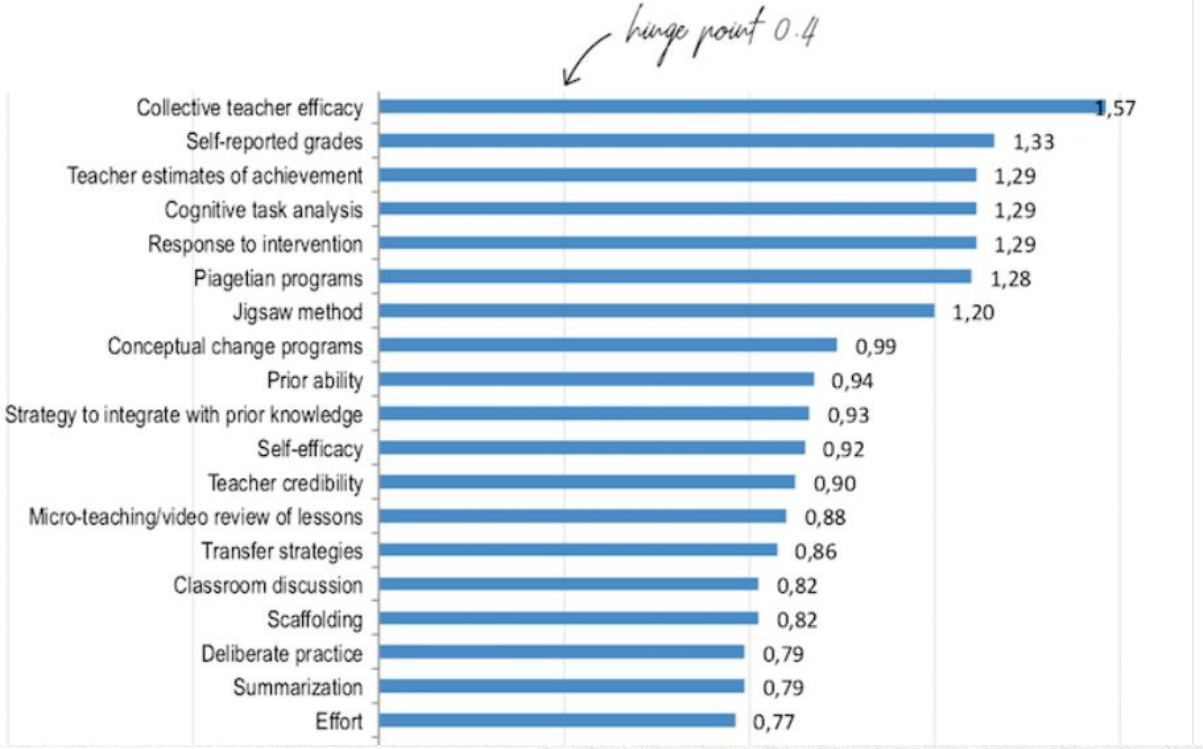


"Collective teacher efficacy deserves the attention of every educator because it has been ranked as the number one factor influencing student achievement."
(Hattie, 2016)

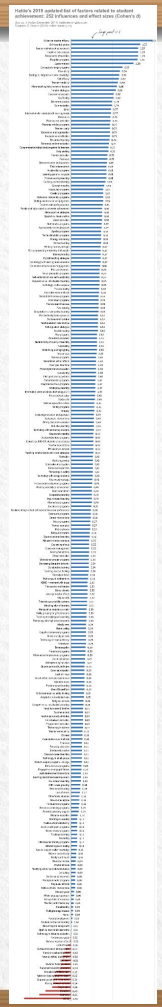

medium
Large
small
TEACHER EFFECTS
DEVELOPMENTAL EFFECTS
REVERSE EFFECTS
ZONE OF DESIRED EFFECTS
0.4
0.2
0
−0.2
1.6
classroom management
mainstreaming/inclusion
homework
teaching test taking
ability grouping
reducing class size
co- or team teaching
web-based learning
humor
one-on-one laptops
mentoring
background music
suspension/expelling
boredom
retention
lack of sleep
summer vacation
classroom discussion
response to intervention
feedback
piagetian programs
formative teacher evaluation
direct instruction
self-reported grades
teacher clarity
teacher credibility
collective teacher efficacy
1.57
John Hattie
Visible Learning
2016

Hattie's 2018 updated list of factors related to student achievement: 252 influences and effect sizes (Cohen's d)

Source: J. Hattie (December 2017) visiblelearningplus.com
Diagram: S. Waack (2018) visible-learning.org

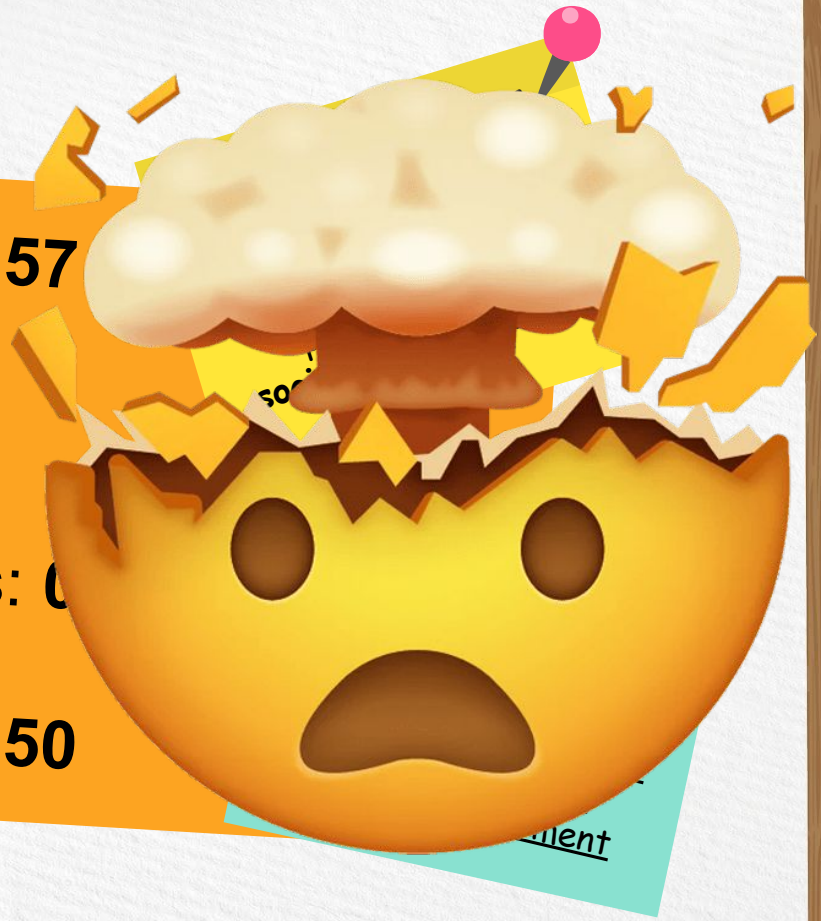


https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/



Other Effect Sizes....

Collective Teacher Efficacy: **1.57**
Self-Efficacy: **0.92**
Feedback: **0.72**
Socioeconomic Status: **0.52**
Student-Teacher Relationships: **0**
Classroom Management: **0.52**
Home/Parental Involvement: **0.50**

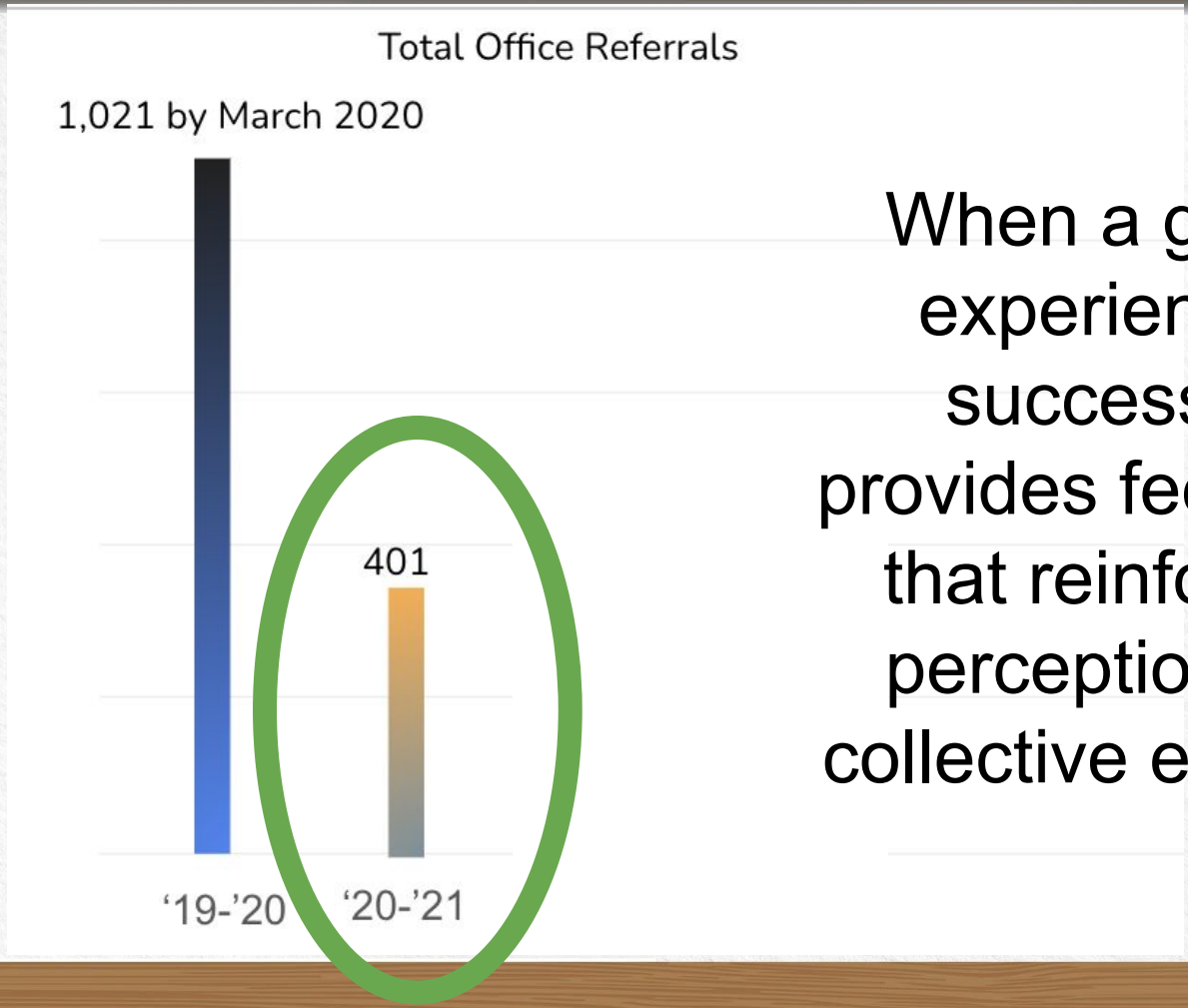


So.... what about behavior?

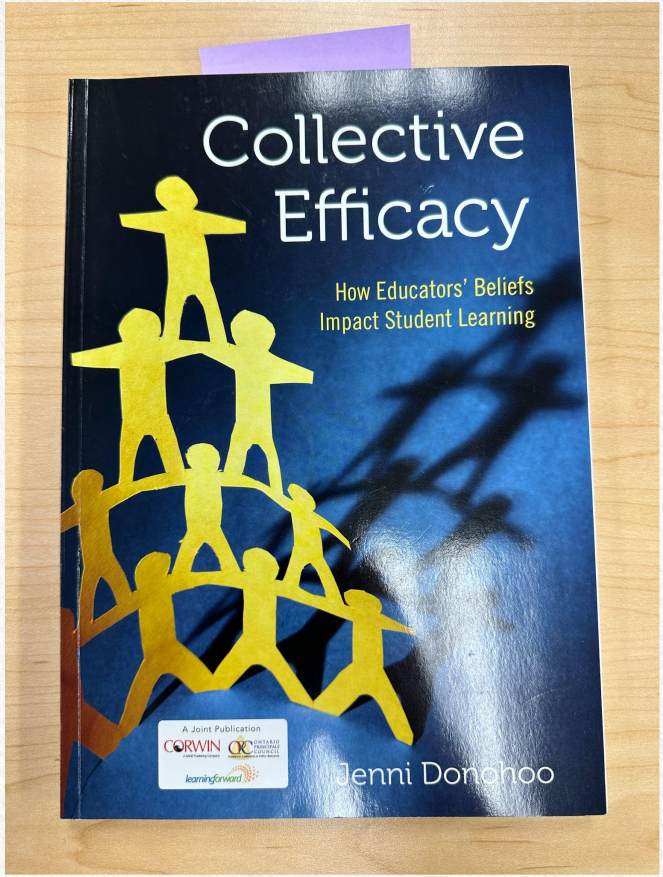






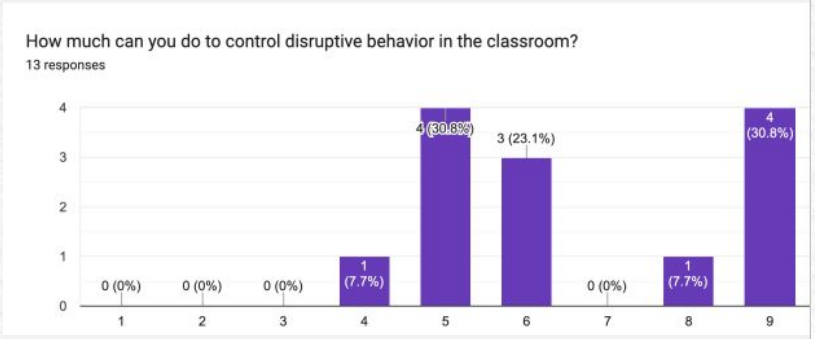


When a group experiences success, it provides feedback that reinforces perceptions of collective efficacy.

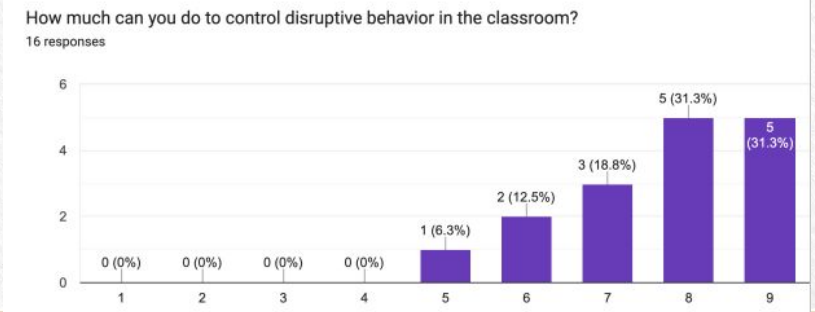

Collective Efficacy
How Educators' Beliefs Impact Student Learning
A Joint Publication
CORWIN
learningforward
Jenni Donohoo

Collective Efficacy Book Study Pre and Post Survey Results 2022-2023

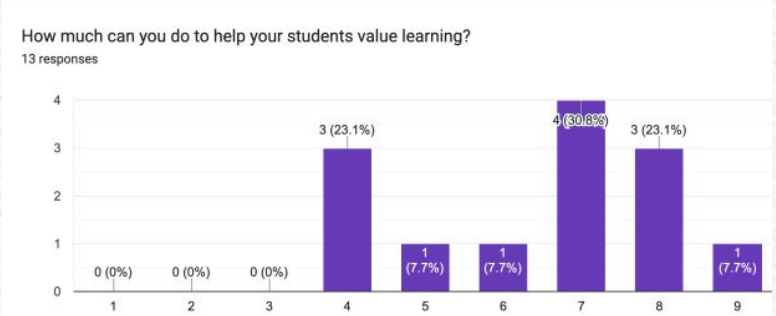
Pretest



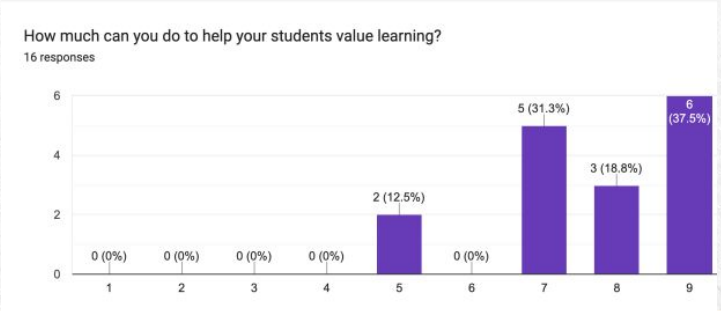
Posttest



Pretest

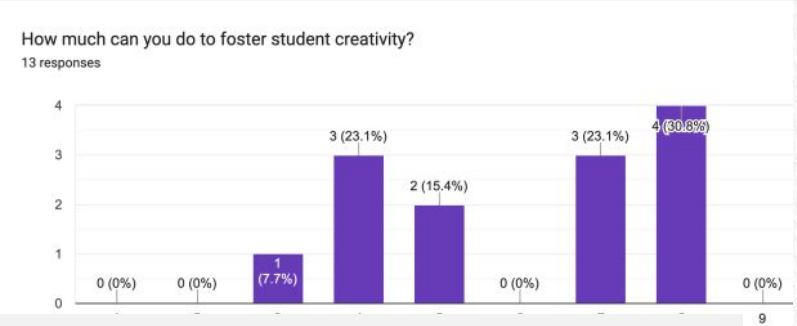


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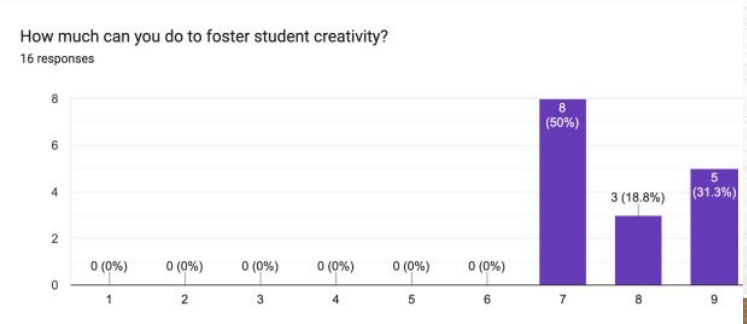


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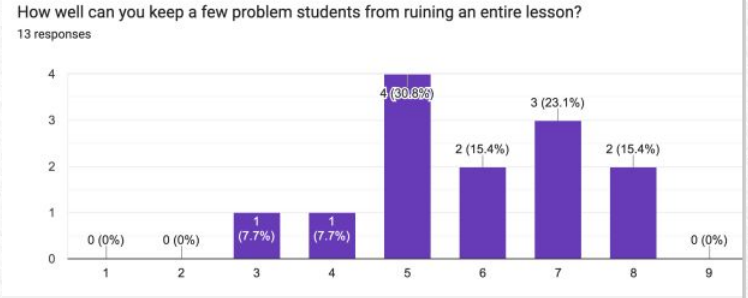
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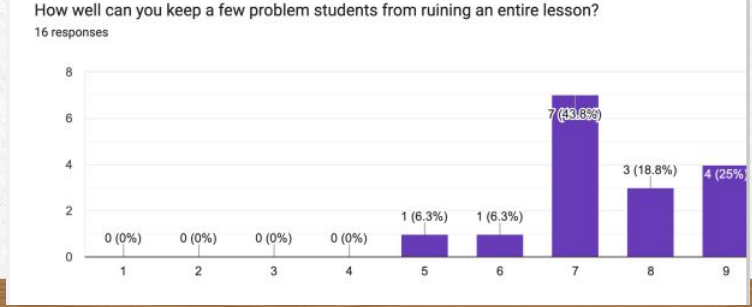
Posttest

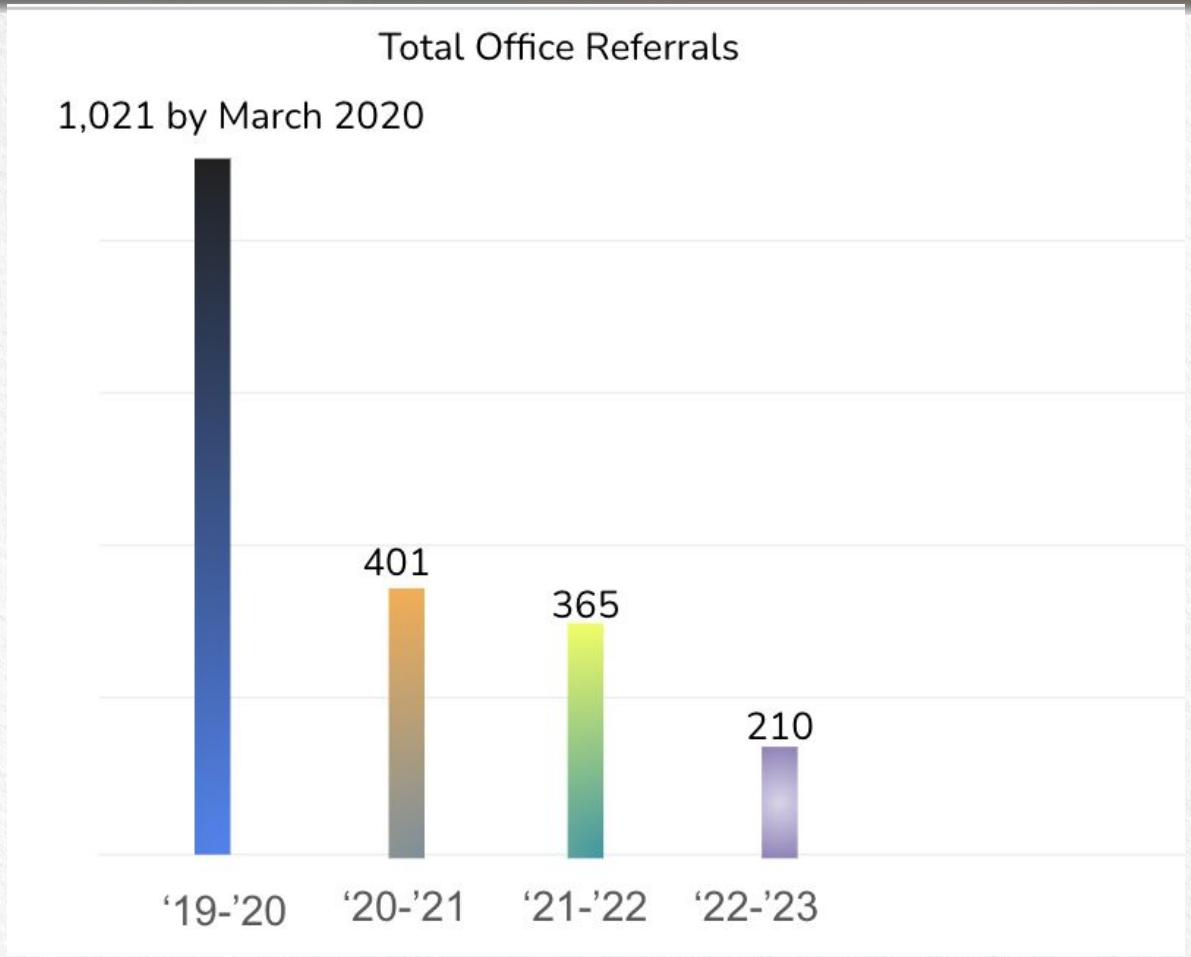


Pretest



Posttest




Total Office Referrals
1,021 by March 2020
401
365
210
‘19-’20
‘20-’21
‘21-’22
‘22-’23

Doctoral Dissertation



- Title: “*Teacher Perception of Collective Teacher Efficacy and its Impact on the Management of Student Behaviors.*”

- Problem Statement: It was not known how collective teacher efficacy can impact the volume or severity of student disruptive behaviors in the classroom.

Results of the study

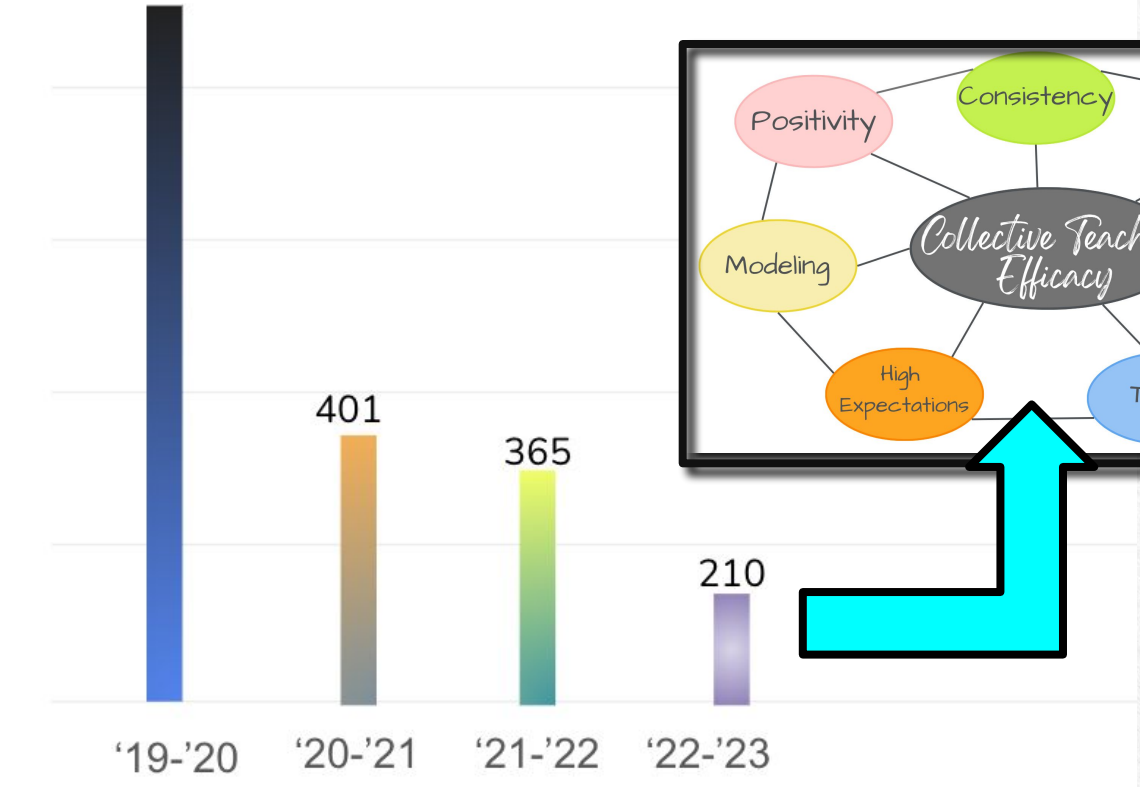
- The perception of collective teacher efficacy DOES influence their management of disruptive student behaviors.
- **Teachers with a higher sense of collective efficacy feel that they are more confident, equipped, and supported, to manage and mitigate student disruptive behavior.**




Positivity
Consistency
Teamwork & Collaboration
Collective Teacher Efficacy
Modeling
Confidence
High Expectations
Trust

Total Office Referrals

1,021 by March 2020



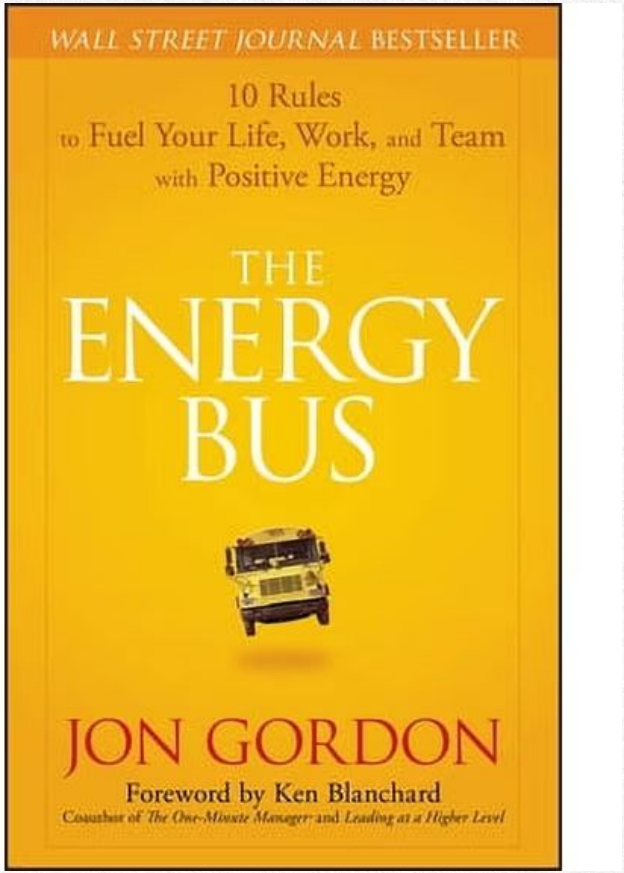

POSITIVITY

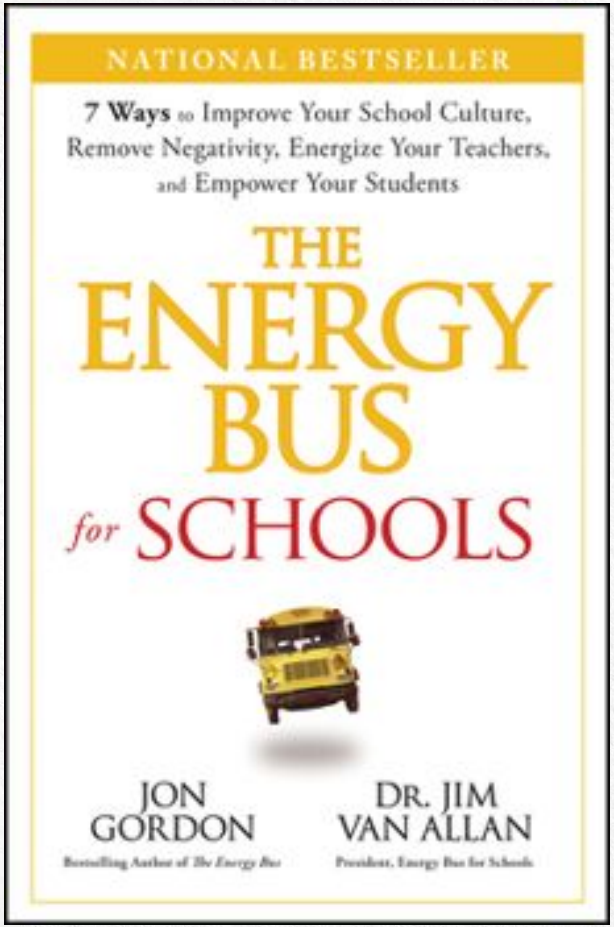
Adding Positivity to your life & work

- Start each day practicing gratitude
- Positive self-talk
- Surround yourself with positive people
- Celebrate small wins
- Follow positive influencers on social media
  - @JonGordon11 @SamGlennSpeaks @DailyPositive

Adding Positivity to your life & work

- Listen to inspiring podcasts or audiobooks
- Create a “Positivity Board” in your classroom or workspace
- Get outside for fresh air and movement daily *(be grateful for recess duty)* ;)
- Limit exposure to negativity (*news, toxic people)*
- Reflect weekly on moments of impact


WALL STREET JOURNAL BESTSELLER
10 Rules
to Fuel Your Life, Work, and Team
with Positive Energy
THE
ENERGY
BUS
JON GORDON
Foreword by Ken Blanchard
Coauthor of The One-Minute Manager and Leading at a Higher Level


NATIONAL BESTSELLER
7 Ways to Improve Your School Culture,
Remove Negativity, Energize Your Teachers,
and Empower Your Students
THE
ENERGY
BUS
for SCHOOLS
JON
GORDON
Bestselling Author of The Energy Bus
DR. JIM
VAN ALLAN
President, Energy Bus for Schools

The right attitude won't fix everything. But the wrong one will ruin anything.

You can't always choose
the challenge, but you can always
choose your mindset.
That choice? It's everything.

Sam Glenn
#1 SPEAKER AND AUTHOR ON ATTITUDE


CONSISTENCY

Teamwork & Collaboration

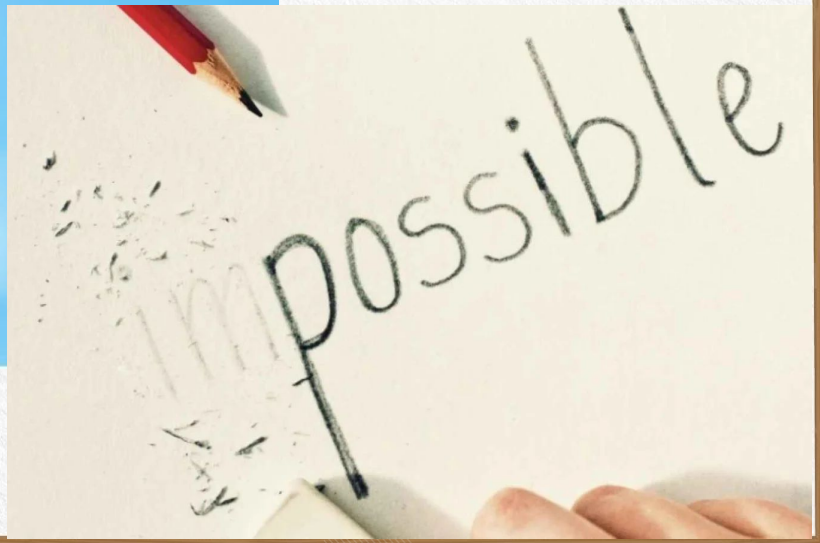


Teamwork & Collaboration



Students

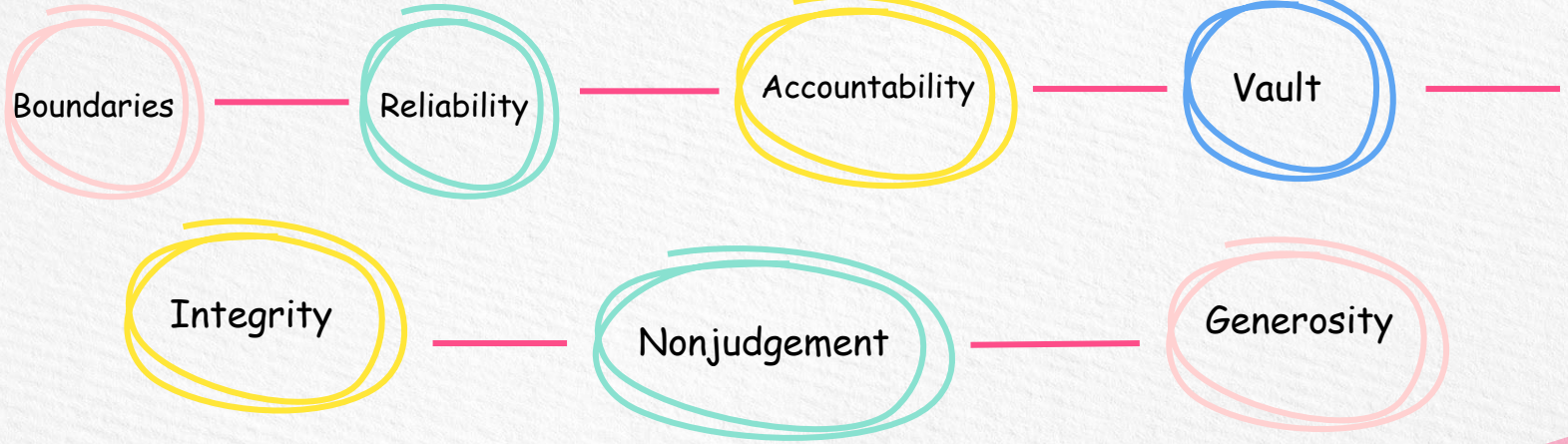

CONFIDENCE


possible

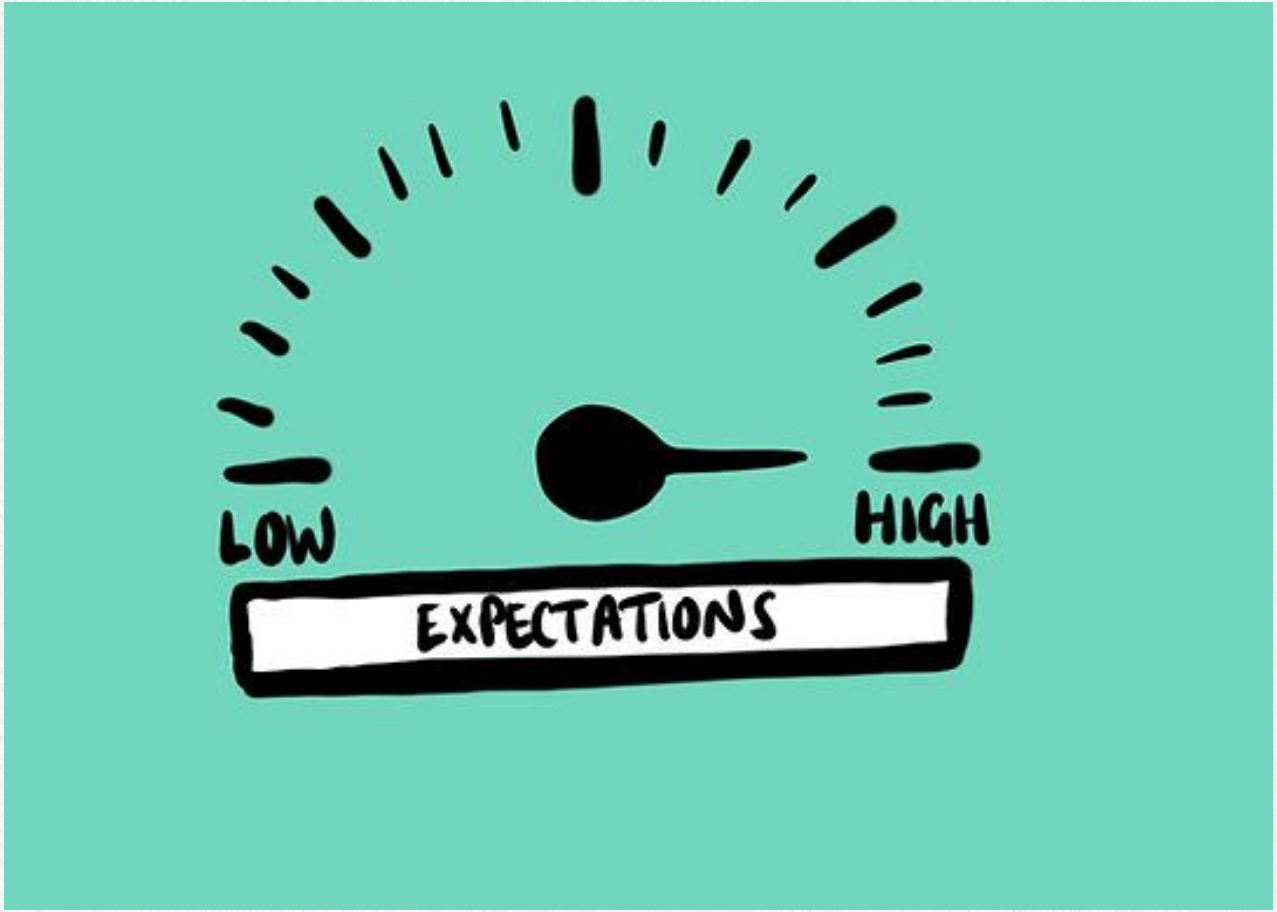

TRUST

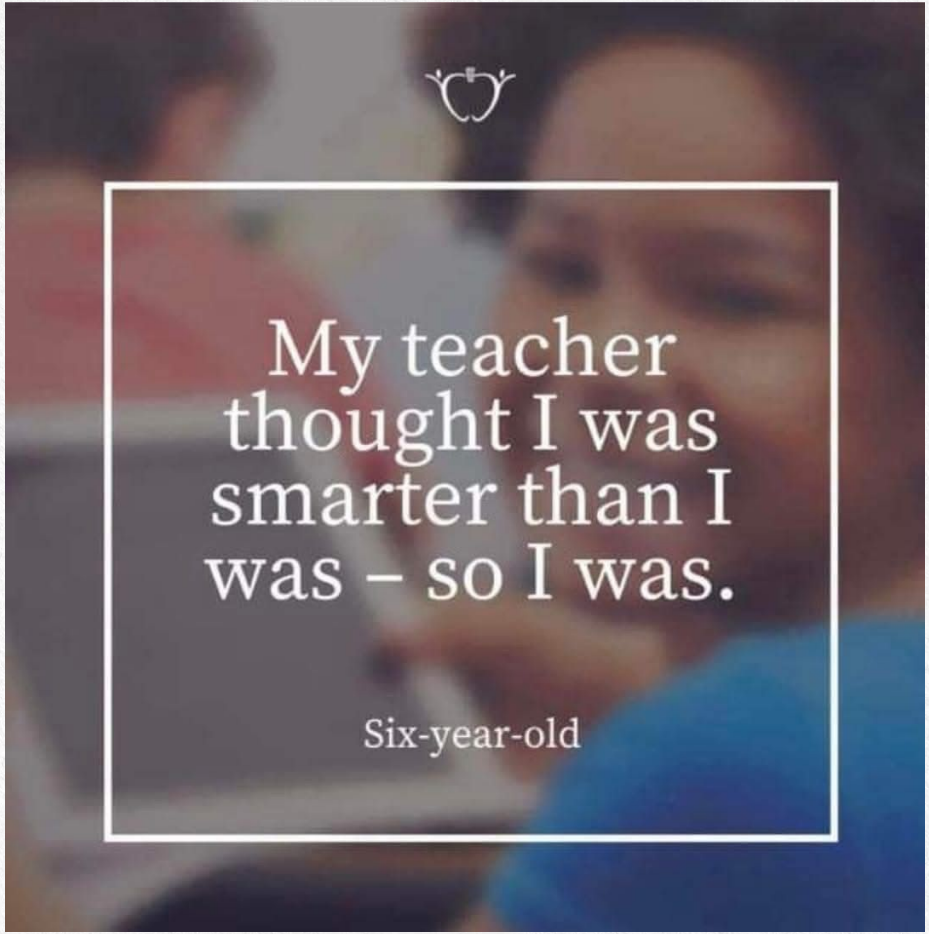

B.R.A.V.I.N.G
THE 7 PILLARS OF
TRUST
BRENE BROWN
HPN

TRUST = BRAVING



Silent reflection: What is your strength?
What is your opportunity for growth?


LOW
HIGH
EXPECTATIONS


My teacher thought I was smarter than I was – so I was.
Six-year-old

The Pygmalion Effect in the Classroom



Reflection on High Expectations

- Who are the students we subtly expect more from?
- Who might we be unconsciously overlooking?
- Are our expectations equitable–
  and communicated clearly, kindly, and with belief?



****Our belief in a student's potential isn't a passive thought–<u>it's a powerful tool</u>.**
When used wisely and consistently, it can shape their outcomes, their self-concept, and their future.

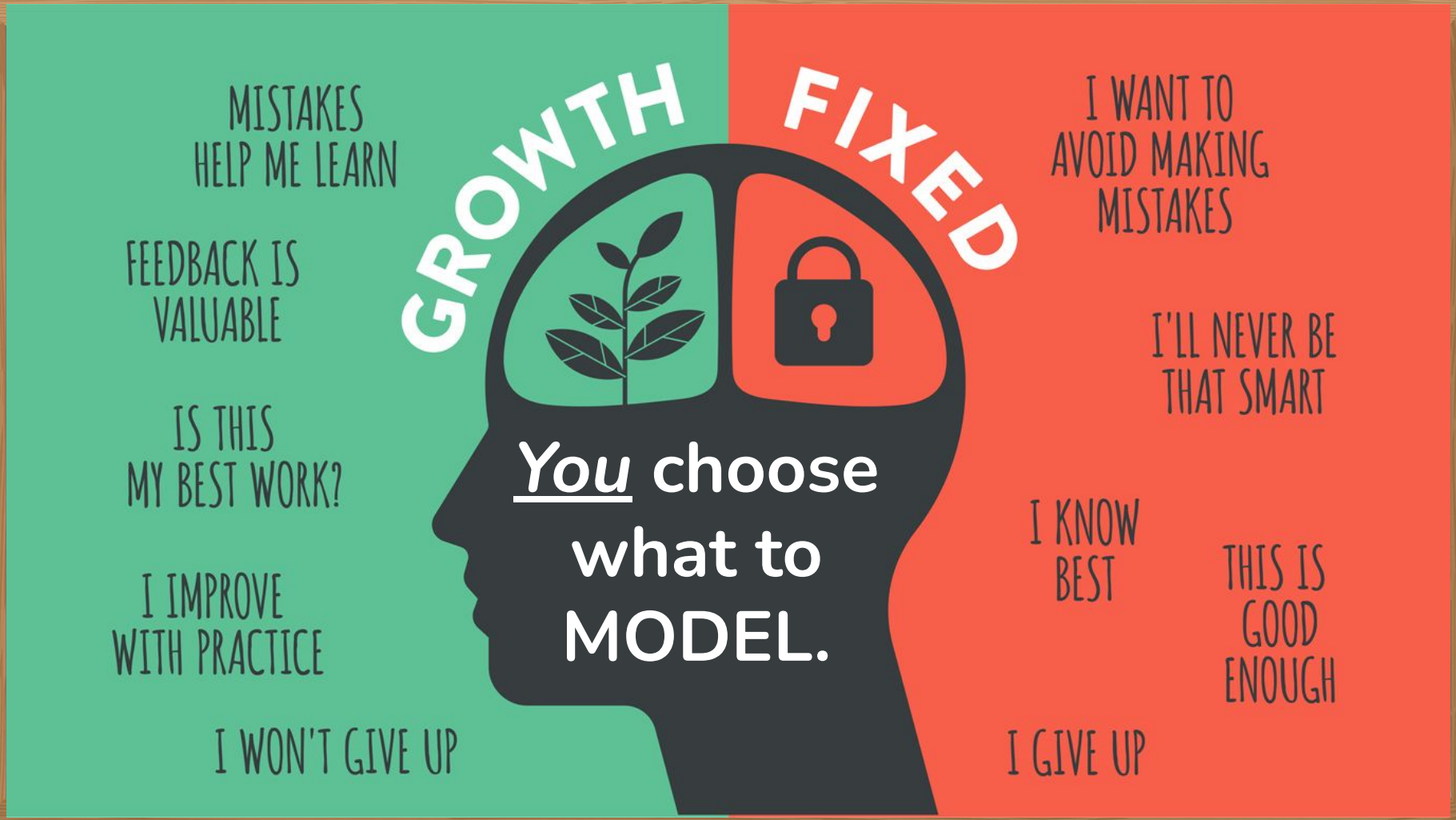
Next = modeling

Modeling



Modeling




GROWTH
FIXED
MISTAKES HELP ME LEARN
FEEDBACK IS VALUABLE
IS THIS MY BEST WORK?
I IMPROVE WITH PRACTICE
I WON'T GIVE UP
I WANT TO AVOID MAKING MISTAKES
I'LL NEVER BE THAT SMART
I KNOW BEST
THIS IS GOOD ENOUGH
I GIVE UP
You choose what to MODEL.


Positivity
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Teamwork & Collaboration
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High Expectations
Trust

Educators with high efficacy show

- greater effort and persistence. (Consistently)
- a willingness to try new approaches
- Model a positive attitude & growth mindset
- Belief in their own abilities & others to make a difference
- convey high expectations
- foster learner autonomy & get students to believe they can excel at school
- Collaborate and build trust with teammates.

Highly efficacious staffs ....

utilize more student-centered teaching approaches

are more open to change

are willing to undertake challenging activities

parental participation is more likely to be encouraged





“The bell still rings for those who truly believe.”


I BELIEVE
IN YOU!



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