



# COLLECTIVE EFFICACY: VISION TO PRACTICE





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## SESSION OUTCOMES

Participants will:

- X Identify the 5 key components of collective efficacy
- X Understand the role that a school leader plays in creating collective efficacy
- X Discuss & share how they build collective efficacy within their school buildings
- X Explore & share different approaches to some common current problems of practice



## NORMS FOR OUR LEARNING SPACE:

- x Active Participation
- x Be Loyal to the Absent
- x Share your Best Practices





1

The diagram consists of a large, hand-drawn rectangular frame with rounded corners. A dark blue line forms the main border. At the top center, there is a small wavy line. On the left side, there is a small circle. On the right side, there is a small arrow pointing upwards. The number '1' is written inside a green rounded square in the top-left corner. The text 'GROUNDING ACTIVITY' is written in the center in a dark blue, hand-drawn font. Below it, the text 'Where you are now?' is written in a green, hand-drawn font.

# GROUNDING ACTIVITY

Where you are now?

WHICH PICTURE MOST RESONATES WITH YOUR SCHOOL'S  
CURRENT "CAN DO" SPIRIT?

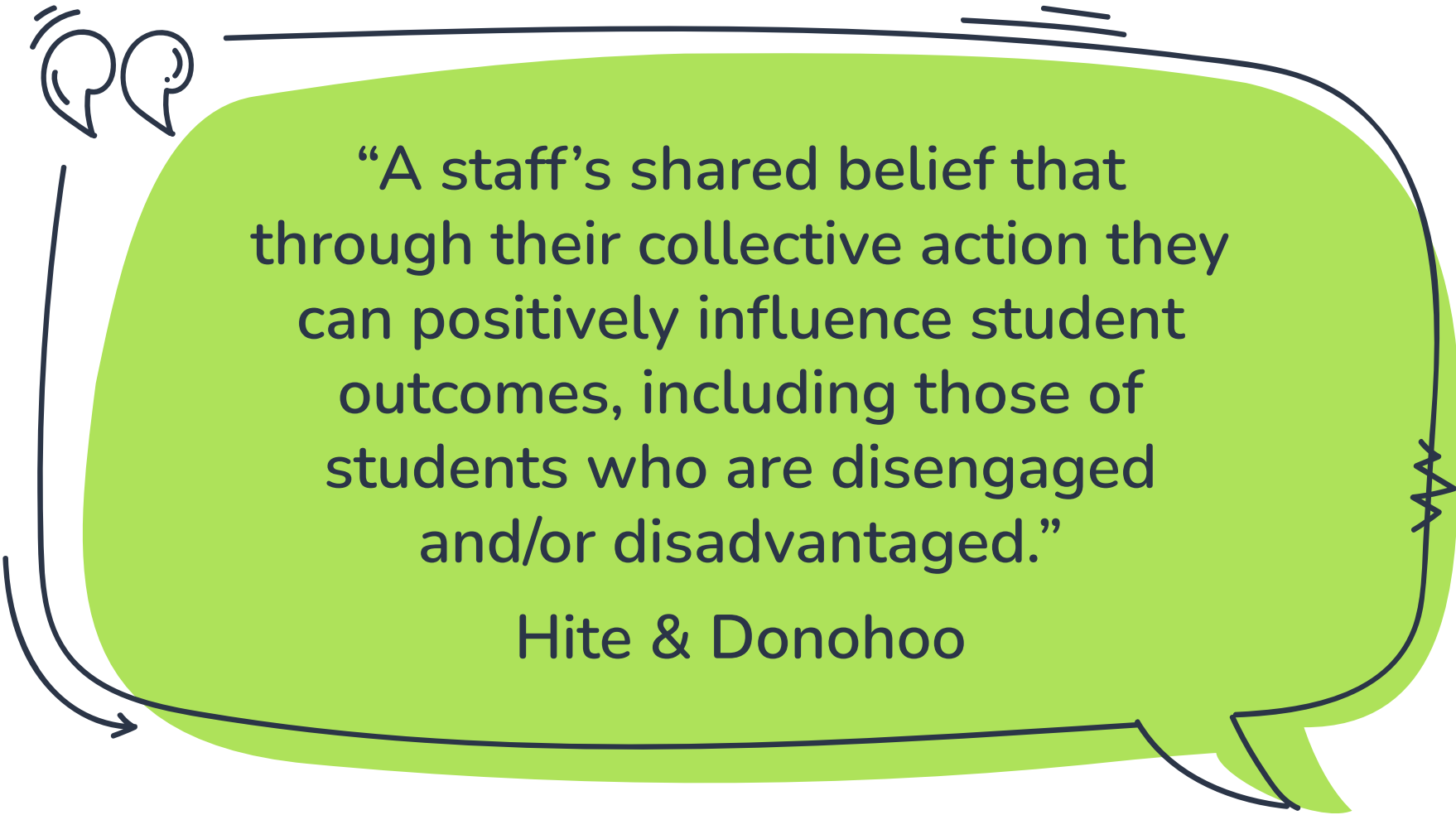




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# 5 KEY COMPONENTS TO COLLECTIVE EFFICACY

A Leader's Locus of Control



“A staff’s shared belief that through their collective action they can positively influence student outcomes, including those of students who are disengaged and/or disadvantaged.”

Hite & Donohoo

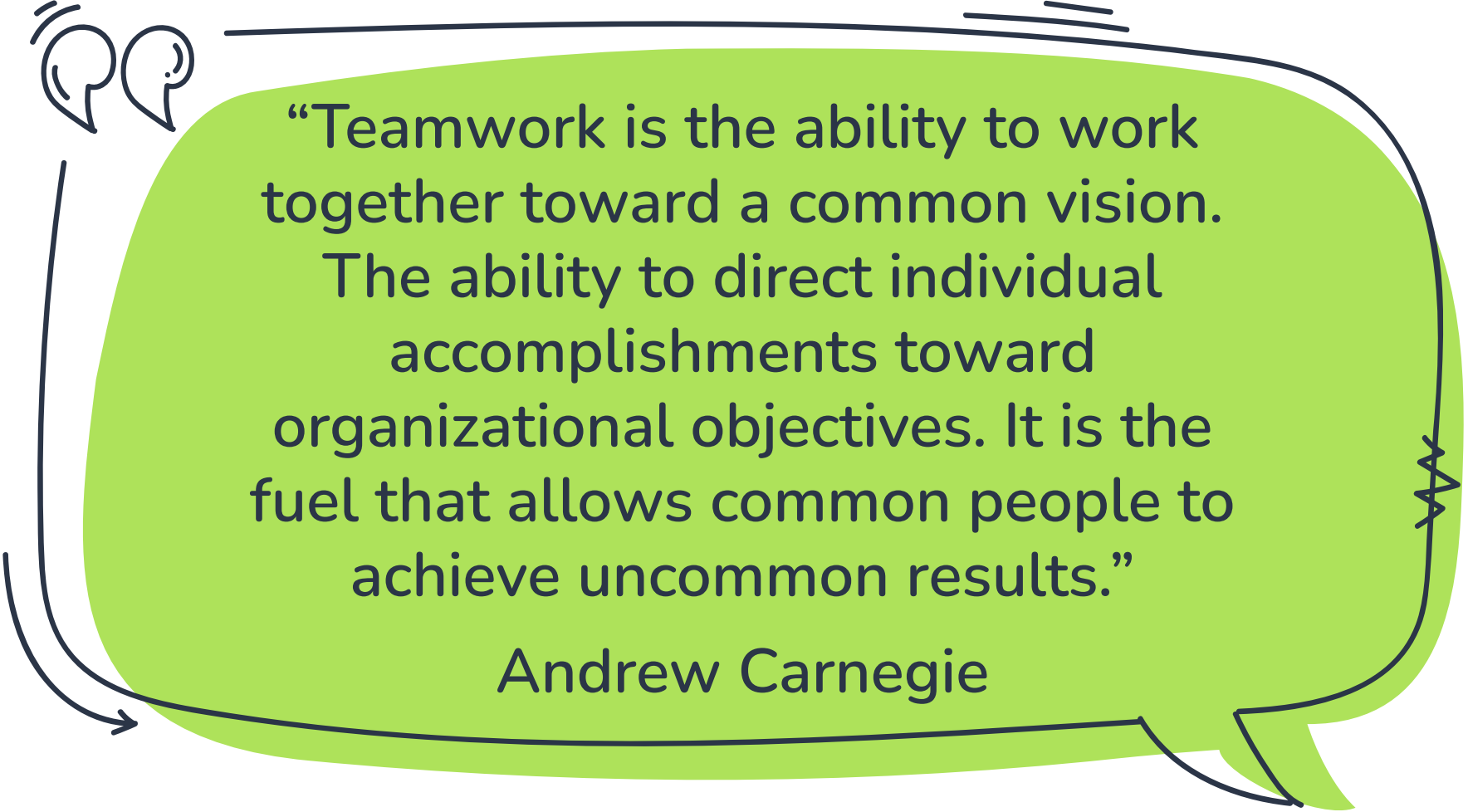


# GOAL CONSENSUS

How do you make goals transparent to all staff?

How do you ensure that goals are clear, specific and realistic?





“Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to achieve uncommon results.”

Andrew Carnegie

# THE PROCESS CREATING GOAL CONSENSUS

- X Shared Vision
  - X Obtain input from stakeholders
  - X Staff provide clarity & consensus
- X Mastery Goals as motivators
- X Identify success & benchmarks
  - X Make it visual
  - X Knoster Model of Complex Change
- X Celebrate





## TURN & TALK

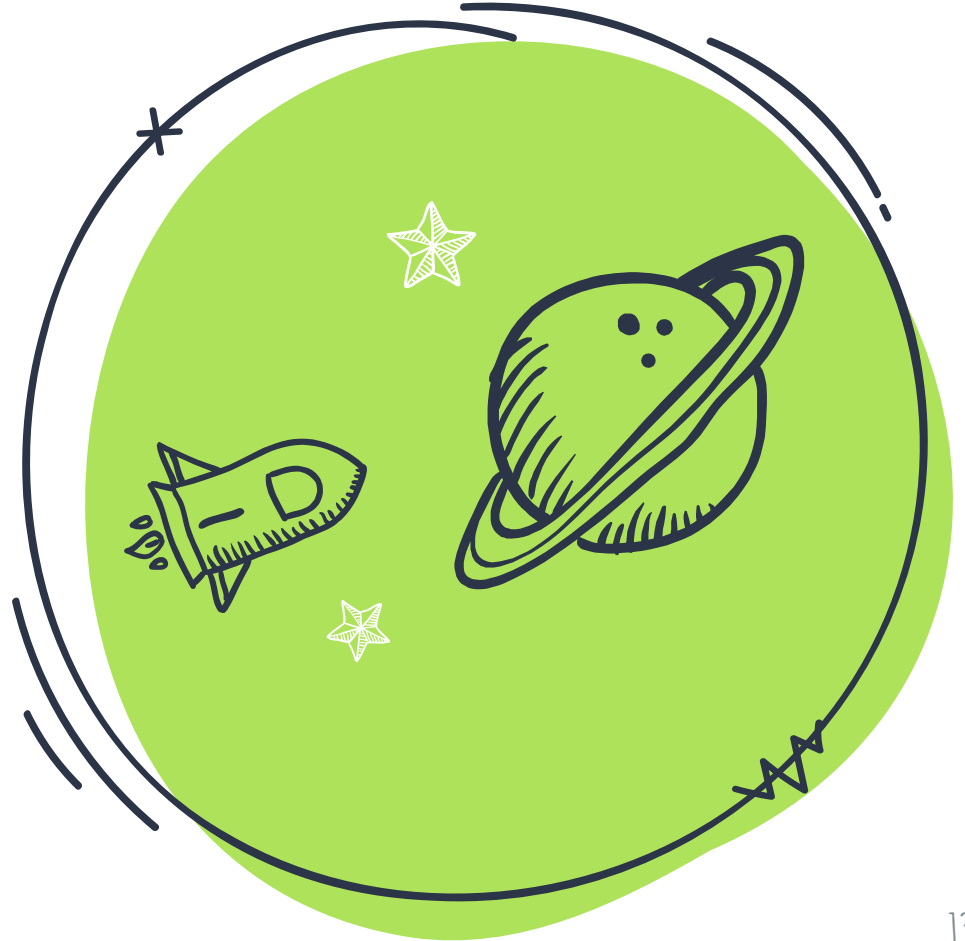
What is the one phrase or adjective you  
would use to describe the meaning of

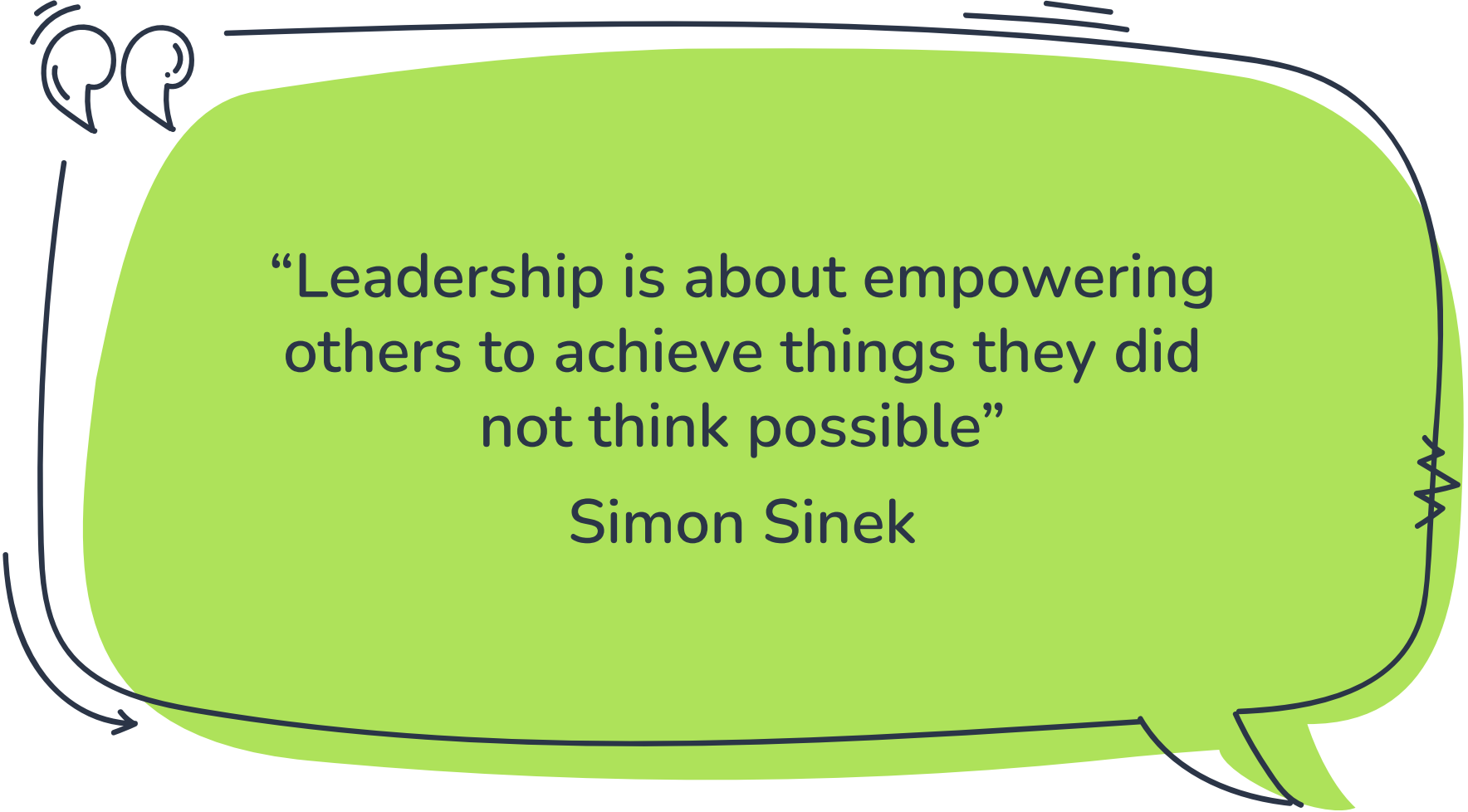
GOAL CONSENSUS?

# EMPOWERED TEACHERS

How do you promote  
Teacher Leadership?

How are teachers given  
influence and decision  
making ability?





“Leadership is about empowering  
others to achieve things they did  
not think possible”

Simon Sinek

## EMPOWERED TEACHERS

- X The ability for a teacher to influence instructional school decisions increases the belief that collectively they can influence student achievement.
- X Teachers as the Drivers of School Improvement
- X Culture of Trust and Vulnerability





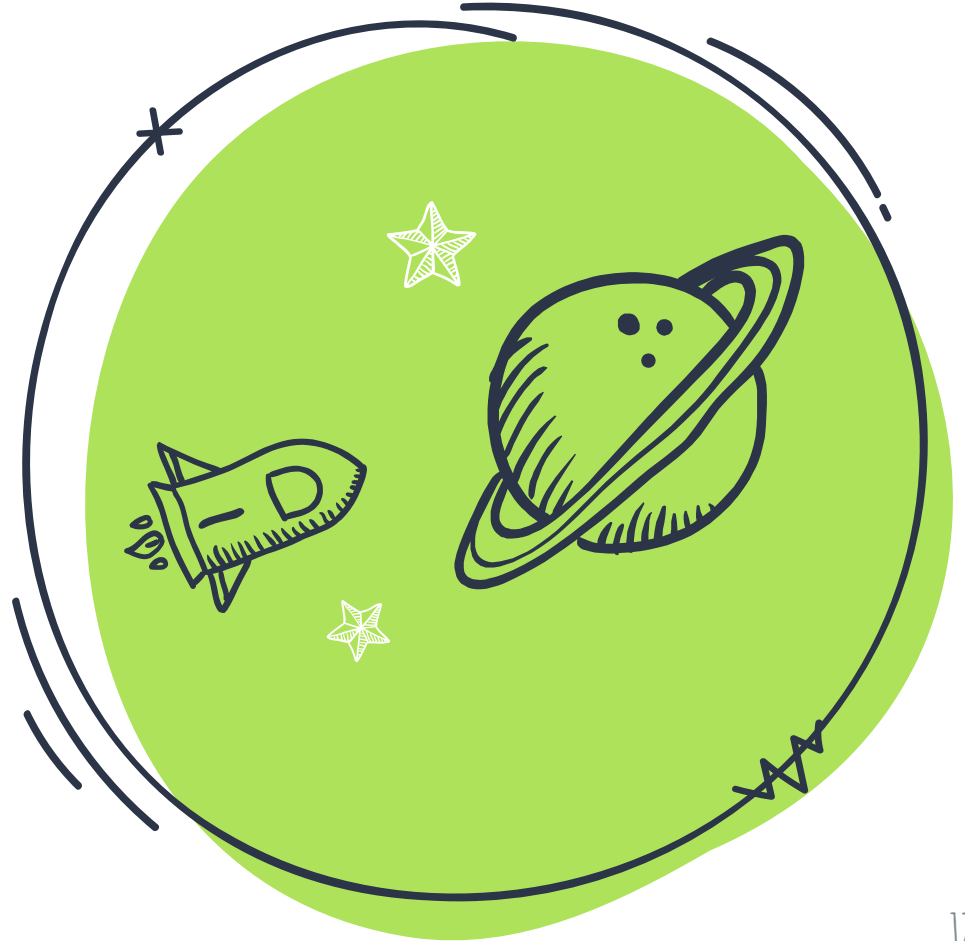
## TURN & TALK

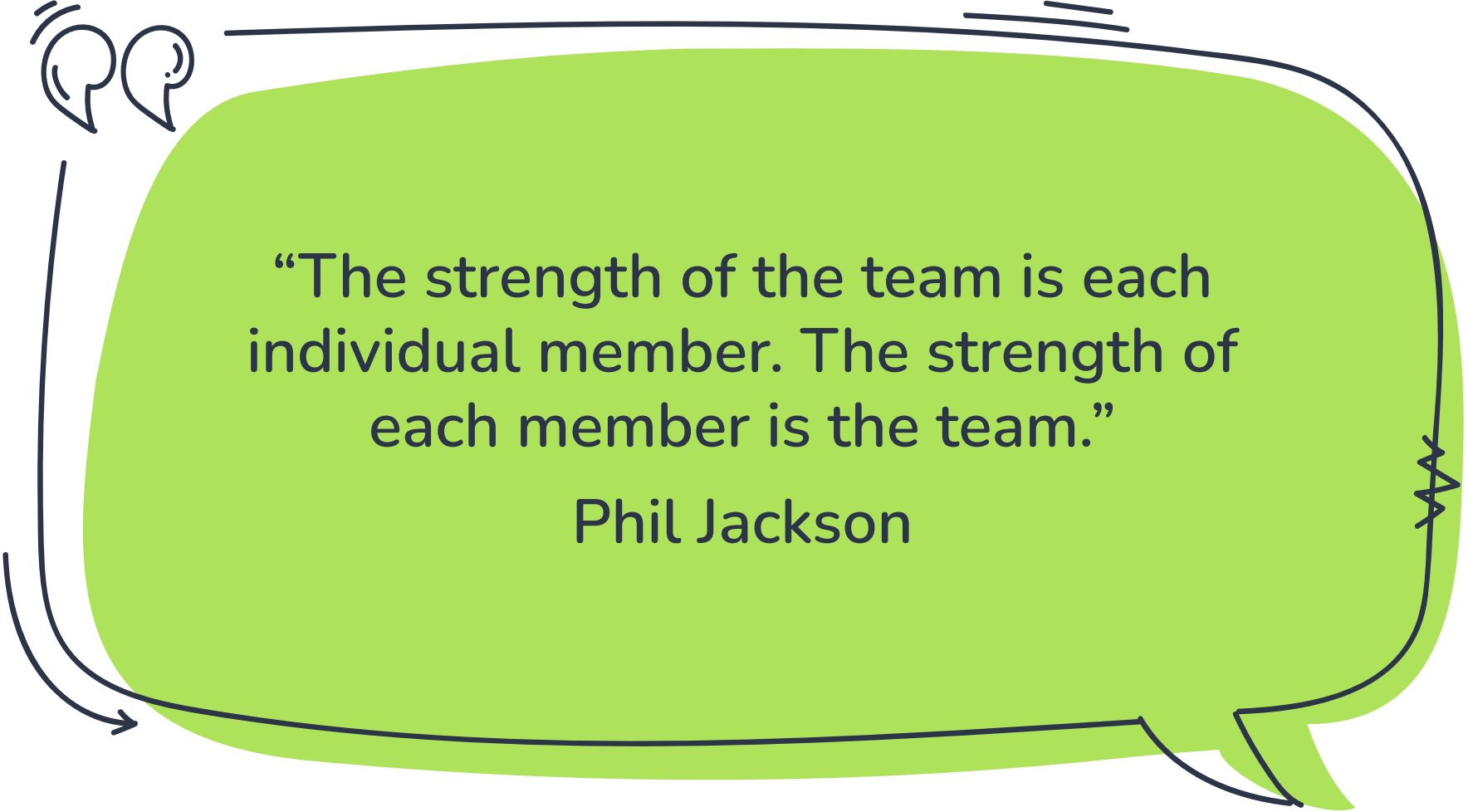
What does TEACHER EMPOWERMENT  
look like, sound like & feel like in your  
building?



# COHESIVE TEACHER KNOWLEDGE

Do teachers agree on  
what constitutes effective  
assessment & instruction  
practices?





“The strength of the team is each individual member. The strength of each member is the team.”

Phil Jackson

# COHESIVE TEACHER KNOWLEDGE

- X PLCs
- X Role of collaborative reflection
- X Learn from Mistakes
- X Instructional Rounds
  - X Problems of Practice
  - X Look-Fors





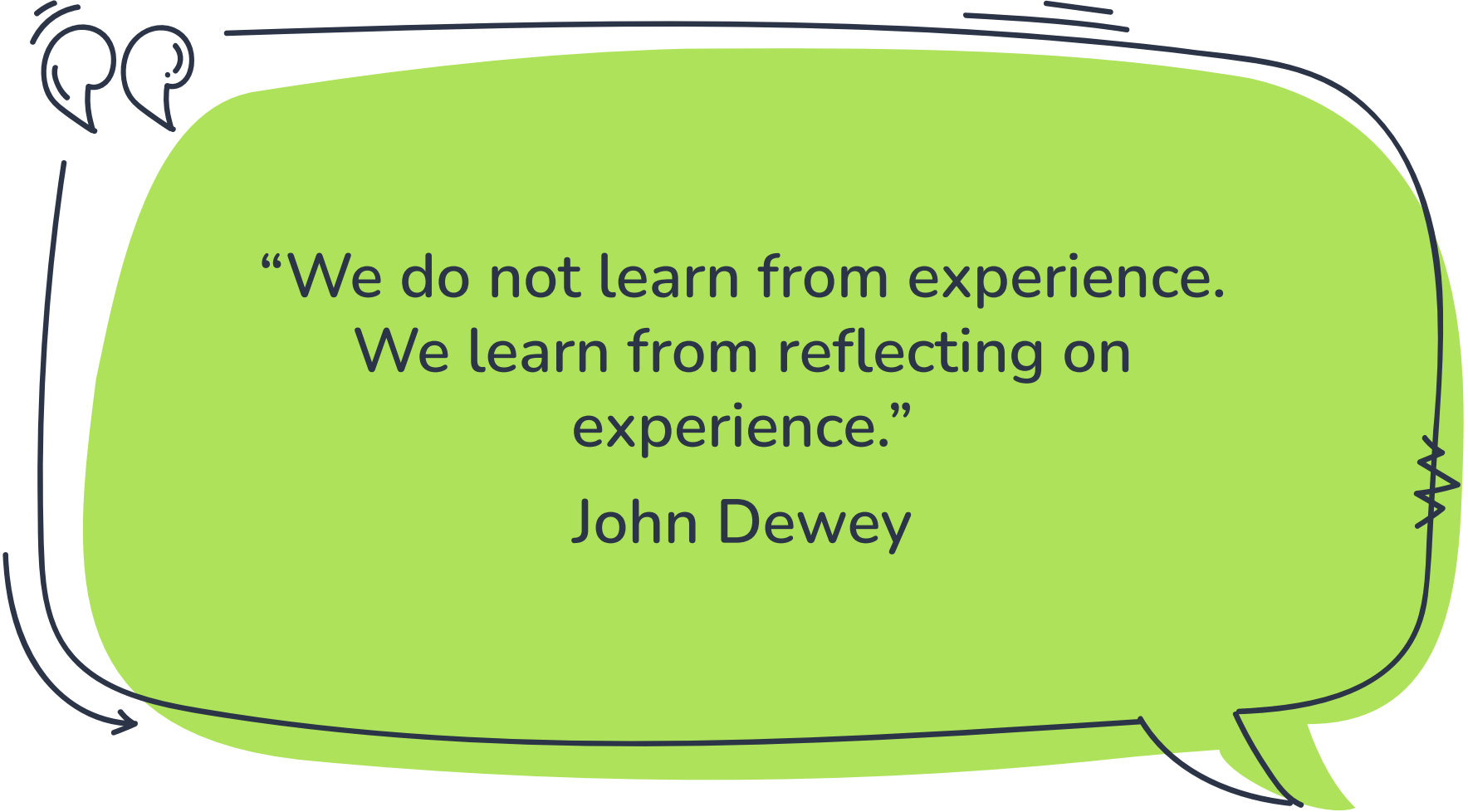
## TURN & TALK

What would be one symbol that might  
represent COLLECTIVE TEACHER  
KNOWLEDGE in your building?

# EMBEDDED REFLECTIVE PRACTICES

How do teachers examine  
the impact of their  
instruction?





“We do not learn from experience.  
We learn from reflecting on  
experience.”

John Dewey

# LEVERAGING REFLECTION

- ✗ Utilize structures & protocols for evidence-based reflection
  - ✗ WCPSS Equity Audit
  - ✗ Race Forward: Racial Equity Impact Assessment
- ✗ Utilize disaggregated data & multiple measures
- ✗ Encourage risk taking with research based strategies
- ✗ Provide honest & transparent feedback
- ✗ Celebrate





# TURN & TALK

How do you provide EMBEDDED  
REFLECTIVE PRACTICES in your building?



# SUPPORTIVE LEADERSHIP

How do you protect  
teachers?

How do you recognize  
their hard work both  
individually and  
collectively?



## SUPPORTIVE LEADERSHIP

- ✗ The space in which the previous 4 components flourish
- ✗ The Principal has well defined beliefs about teaching & learning that is shared with their staff
- ✗ The Principal's actions match those beliefs
- ✗ The Principal is connected to the classroom & knows their staff's beliefs
- ✗ The Principal is connected to & knows the students beliefs





## TURN & TALK

When you think of a SUPPORTIVE LEADER,  
whose picture is in your head and why?



“Culture eats strategy for  
breakfast”

Peter Drucker

## SCENARIO 1

You are a building principal who entered your position as Principal at or around the time that schools were sent to virtual learning due to the Covid-10 pandemic. After 18 months of virtual learning, your school has reopened to 650 students and 80 staff.

During the first 9 weeks, student behavior is seemingly out of control. Staff are frustrated that students are not listening to them and feel that administration is not giving student any “real consequences” for misbehavior.



## TURN & TALK: TO BUILD COLLECTIVE EFFICACY, WHICH IS THE MOST IMPORTANT AND WHY?

1. Goal Consensus
2. Empowered Teachers
3. Cohesive Teacher Knowledge
4. Embedded Reflective Practices
5. Supportive Leadership



## SCENARIO 2

After 18 months of remote learning, learning gaps seem and feel larger than ever. Teachers have a record number of students in Tier 2 and Tier 3. Interventionists have more students than they can serve. The whole MTSS triangle seems upside down.

Staff feel like the mountain of student academic need is insurmountable.

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CLOSING: THE COLLECTIVE EFFICACY  
AWARD...

IF YOU WERE TO GIVE YOURSELF OR YOUR  
STAFF THIS AWARD, WHAT WOULD IT BE  
FOR?



## RESOURCES

*LEADING COLLECTIVE EFFICACY: POWERFUL STORIES OF  
ACHIEVEMENT & EQUITY* BY HITE & DONOHOO  
SLIDES CARNIVAL

# THANKS!

Any questions?

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