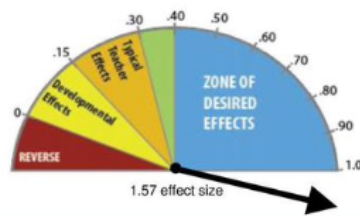
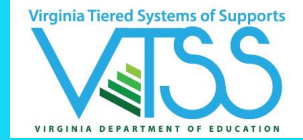


Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.

Collective Teacher Efficacy



Virginia Tiered Systems of Supports Brief



Building Collective Teacher Efficacy CTE: $d=1.57$

Dr. John Hattie, Collective Teacher Efficacy

Jenni Donohoo, in her article, *Collective Teacher Efficacy: The Effect Size Research and Six Enabling Conditions*, shares 6 CTE Conditions. The VTSS Administrative Work Group sponsored 3 networking sessions during the summer of 2019 designed to foster discussion among school administrators around these 6 factors that help build collective teacher efficacy.

Below are the responses from administrators across the state of Virginia!



1. Advanced Teacher Influence

- Teacher led VTSS teams with administrative support
- Teachers are a part of the decision making process
- Teacher led department meetings to seek valued input
- Teacher leadership teams that help make important decisions



2. Goal Consensus

- Begin with a clear-shared vision
- Formulate consensus on data driven goals to work toward the vision
- Include staff input and help everyone understand the "why"
- Share data often and have a process for reflection that includes teacher input



3. Teachers' Knowledge About One Another's Work

- Videotaping and sharing as a resource
- Peer observation that includes walkthroughs with an administrator
- Opportunities to observe peers across grade levels
- Time for collaboration and peer coaching that includes observation of other teachers to gain knowledge and resources



4. Cohesive Staff

- Expanding teacher leadership opportunities and using their ideas
- Utilizing teachers in leadership roles that support school vision and goals
- Building positive relationships with all staff that includes positive blasts about people's lives, changing rooms, having mentors in departments, staff bonding events for celebrations on progress towards goals



5. Responsiveness of Leadership

- Inclusive and supports teachers, approachable
- Try new approaches and be creative, i.e. Google classroom and emails for some faculty meetings
- Be creative and think outside the box
- Be aware of the school's climate and emotional status of the staff and make efforts to raise morale
- Teachers want to know you "have their backs" when carrying out a shared vision



6. Effective Systems of Intervention

- Support a highly effective MTSS approach
- Support trauma sensitivity and address the needs of the whole student
- Create a strong core in all areas (academic, behavior, mental wellness)
- Use evidence-based practices and effective interventions to support students

Brief Completion Date: July 11, 2020

The following Administrators provided information captured in this brief during the CTE summer 2019 networking breakfast sessions. Rebecca Smith, Stephanie Williams, Michael Grim, Karin Castillo - Rose, Erin Phelps, Tianna Anthony, Regina Phillips, Lantz Martin, Kelly Holmes, Matt Giles, Mary Allison Fitzgerald, Mark Harrison, Charles Johnson, Tracey Rogers, Joan Hite, Stephane Neal, Ann Dalton, Marty Wood, Lauren Thompson, Carrie Wishon, Mandi Mellard, LaMeka Harrison, John Niles, Leigh Dunavant, Amy Gubler, Gregory Reto, Bernice Ford, Virginia Gills, Denise Elisa Boyle, Mary Crowder, Stacey Newton, Jalaika Hansan, Silvanus Thrower, Cynthia Grant. Special thanks to Dr. Chuck Wagner who provided follow-up information on CTE during the administrative webinar.