

DePaul Center for Urban Education Research Base

School Collective Efficacy

Core Element	Connections Structure	Basis in Research	Relevant Research
To increase the effective use of time and energy by administrators, teachers, students, and parents.	Teachers work with increased clarity. Students work with increased focus and responsibility. Administrators provide ongoing support for teacher development. Everyone learns.	The ability for schools to attain goals is based on the intentional, coordinated and synergistic interactions of its members.	Gibson and Dembo, 1984. Ross, 1994. Bandura 1993, 1997. Goddard 1998, 2001. Tshannen-Moran, Hoy and Hoy, 1998. Rosenholtz, 1989.

The following research supports the emphasis on this element of the Connections structure:

Gibson and Dembo (1984) suggest that teacher efficacy may influence certain patterns of behavior known to influence achievement gains (p.579). In other words, they believe that certain teacher behaviors may intervene in the relationship between teacher efficacy and student achievement. Ross (1994) agrees that student achievement is probably affected indirectly by teacher efficacy through many of its correlates. From his review of 88 teacher efficacy studies, Ross identified six ways in which the correlates of teacher efficacy may have an indirect effect on student achievement. Specifically, Ross suggested that the higher a teachers' efficacy, the more likely a teacher is to: (1) learn and implement new teaching techniques, (2) use classroom management approaches that develop autonomous learners, (3) attend to the needs of student with lower achievement, (4) enhance students' own self-perceptions as capable learners, (5) set high goals, and (6) exhibit persistence in the face of failure (p. 35).

Just as individual teacher efficacy may partially explain the effect of teachers on student achievement, from an organizational perspective, collective teacher efficacy may help to explain the differential effect that schools have on student achievement. Bandura (1993, 1997) suggests that, when aggregated, teachers' efficacy perceptions represent an emergent organizational construct called collective efficacy. Bandura also recognizes that while teacher efficacy and collective efficacy are related, they are different and therefore, require independent approaches to measurement in order to achieve an accurate sense of collective effectiveness.

Goddard in his 1998 study developed and implemented a 21-item scale to measure collective teacher efficacy in 47 urban elementary schools and as predicted, collective teacher efficacy has a positive effect on the differences in student achievement that occur between schools. Collective teacher efficacy explains approximately half of between-school variance in mathematics and reading achievement.

R. Goddard, 1998. *The Effects of Collective Teacher Efficacy on Student Achievement in Urban Public Elementary Schools*, Dissertation, Ohio State University.

In 2001, Goddard and Goddard analyzed the relationship between teacher efficacy and collective efficacy and confirmed that the constructs are different but that a positive relationship exists between teacher and collective efficacy (p. 17). Teacher efficacy is a predictor of between-school variance of collective efficacy and this relationship is found in its converse.

R. Goddard and Y. Goddard, "An Exploration of the Relationship between Collective Efficacy and Teacher Efficacy", Paper presented at annual meeting of the American Education Research Association, April 2001.

Teaching is typically performed in a group context (Tshannen-Moran, Hoy and Hoy, 1998). Teachers work communally—by grades and subject areas, within physical domains, and according to perceived self- and collective-efficacy within the school's social system. "Teachers, like members of most organizations, shape their beliefs and actions largely in conformance with the structures, policies and traditions of the workday world around them and where teachers collectively perceive students as capable learners, and themselves as capable teachers seem more likely to persevere and foster students' academic gains" (Rosenholtz, 1989, p. 2).

M. Tshannen-Moran, A. Hoy and W.K. Hoy. "Teacher Efficacy: Its Meaning and Measure", Review of Educational Research, 68(2), 202-248, 1998.

Rosenholtz, S. J. (1989). *Teacher's Workplace: The Social Organization of Schools*. New York: Longman Inc.