

Estimation and Efficacy: Reaching for the Stars



Wendy S. Peterson

Gilbert Public Schools

Instructional Specialist

480-599-2606

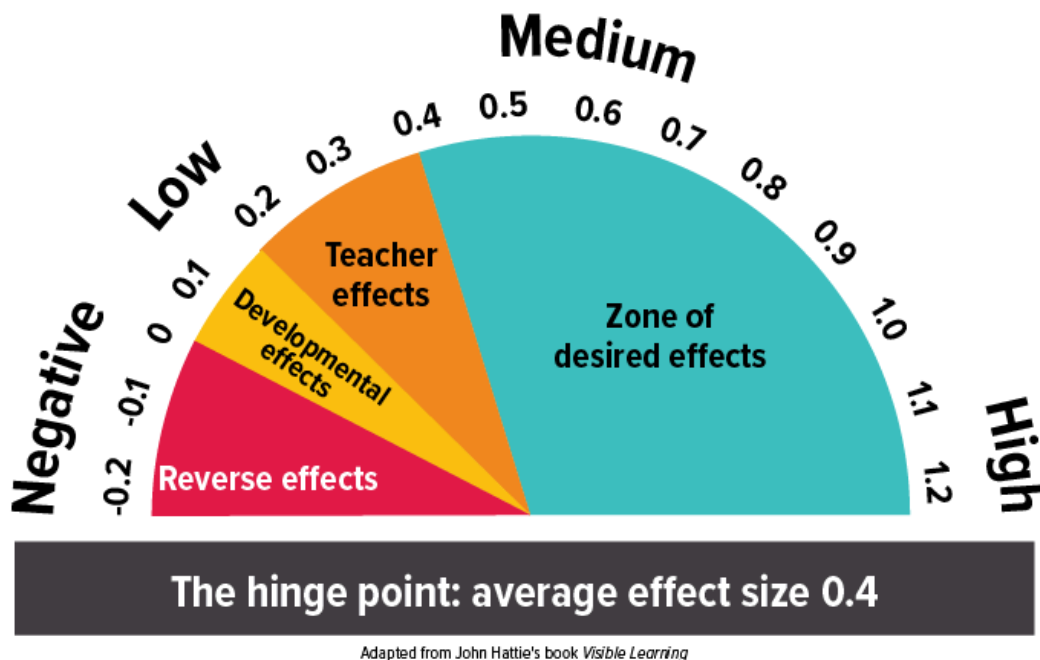
Into Class Brain Drain: What does the idiom "reach for the stars" mean? How does it apply to students, teachers, and coaching?

Learning Goal: I am learning to use Teacher Estimates of Achievement and Collective Efficacy to increase student learning.

Clarity Map

On My Way (Learning Targets)	Making Progress (Learning Targets)	Got It (Success Criteria)
<p><i>I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall the meta-analyses of John Hattie. <input type="checkbox"/> Define Teacher Estimates of Achievement. <input type="checkbox"/> Define Collective Teacher Efficacy. 	<p><i>I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the meta-analyses of John Hattie. <input type="checkbox"/> Compare and contrast Teacher Estimates and Collective Efficacy . <input type="checkbox"/> Explain the key details of Teacher Estimates and Collective Efficacy. 	<p><i>I will know I am successful when I can...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Make commitments to Teacher Estimates and/or Collective Efficacy. <input type="checkbox"/> Implement commitments for Teacher Estimates and/or Collective Efficacy.

Do you remember the meta-analyses of John Hattie?



An Introduction to Estimation and Efficacy

Teacher Estimates of Achievement: The estimates of student achievement made by teachers. These teacher judgments: can help set expectations; be used to benchmark past understanding; are involved in setting the next challenges, identify those who may have early signs of difficulties; inform placement and intervention choices; and influence instructional choices. These judgments come from questioning, observing, written work, presentations, how the student reacts to increased challenge, and assignments and tests.

Effect size = _____

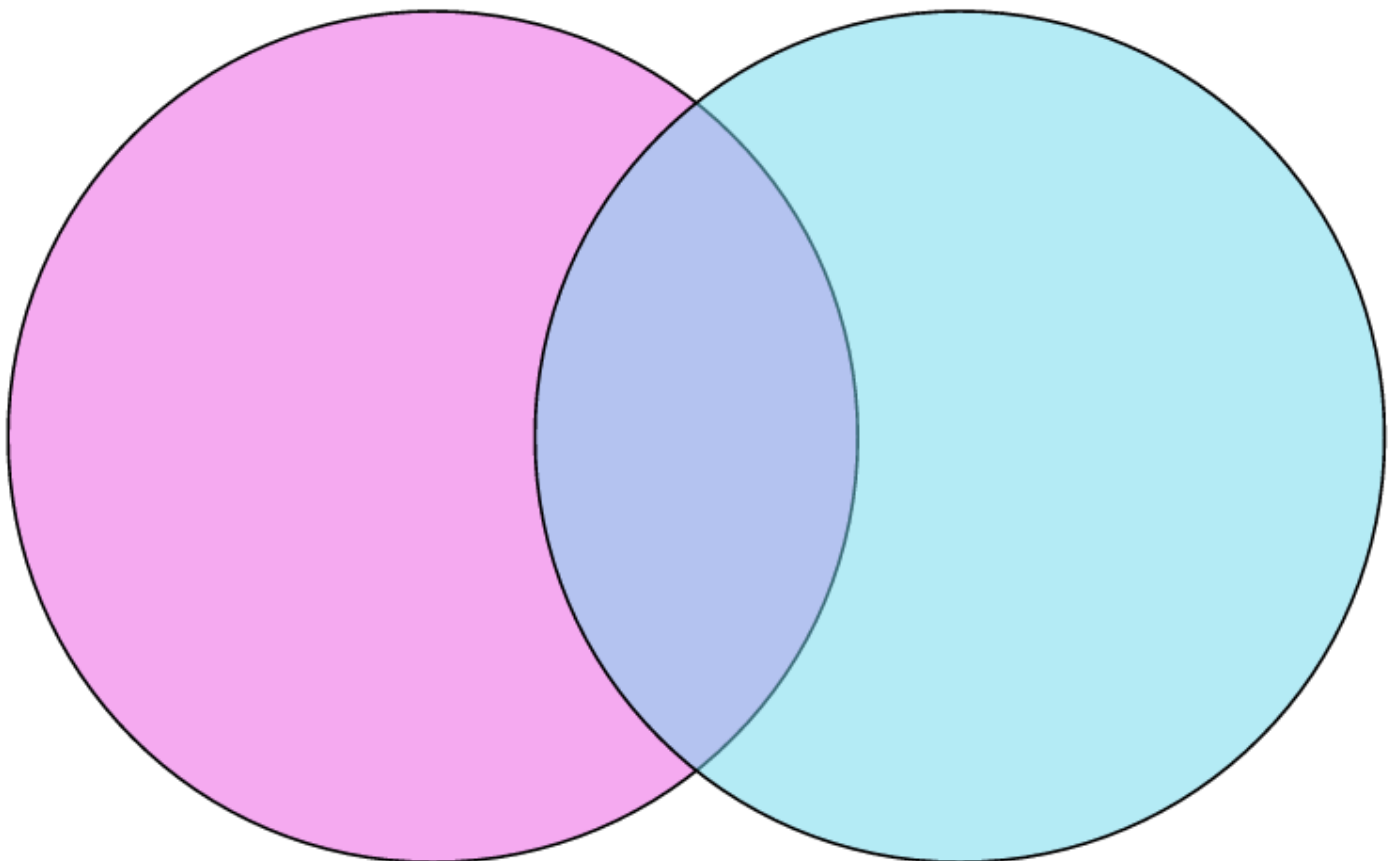
Collective Teacher Efficacy: The shared belief by a group of teachers in a particular educational environment that they have the skills to positively impact student outcomes.

Effect size = _____



Why might focusing on these be considered "reaching for the stars"?

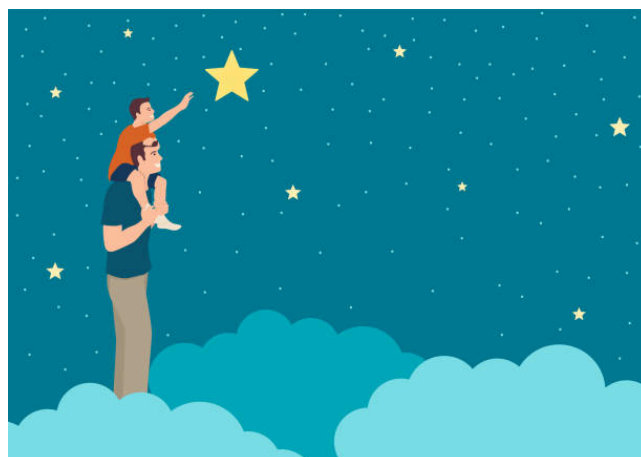
Based on these definitions, how are Teacher Estimates similar to and different from Collective Teacher Efficacy?



Trick(y) Question: Are Teacher Estimates and Collective Efficacy all about relationships?

What might get in the way of reaching for the stars in...

...Teacher Estimates?	...Collective Efficacy?



Excerpts on Estimation and Efficacy

! (From "Supporting Teacher-Student Relationships to Improve Student Learning" by David Wiley, PhD and Robert Bodily, PhD).

A substantive body of research demonstrates the incredible impact teachers can have on student learning when they know where their students are in the learning process and adapt their teaching to meet their learners' specific needs. These adaptations are most effective when grounded in relationships of care and trust between teachers and students.

This means situations in which a teacher has an accurate sense of where each learner is in their learning, and proactively uses that knowledge to decide how to adapt their teaching.

In 2009, Hattie wrote:

Building relations with students implies agency, efficacy, respect by the teacher for what the [learner] brings to the class (from home, culture, peers)...
Developing relationships requires skills by the teacher – such as the skills of listening, empathy, caring, and having positive regard for others.

We share this quote from Hattie's first book to demonstrate that these relationships are not simply instrumental. That is, they're not just a way for teachers to continuously update their estimates of student achievement. As Hattie and Zierer (2019) wrote later, "The teacher-student relationship has a huge impact on student achievement. Without a foundation of trust, learning and teaching are virtually impossible" (p.101).

Hattie's exhaustive research demonstrates the incredible influence teachers can have on student learning when teachers are aware of how their students are doing and they proactively engage those students based on that knowledge. ...the development of teacher-student relationships... "teacher estimates of achievement," is associated with statistically significant improvements in student learning.

2 (From "Collective Teacher Efficacy" by Taj Jensen and Christine Kelly).

Cohesion

To begin, we must embrace "collective" efficacy-- adopting a common language of "**team**" where "we" grow student achievement. We build school beliefs and processes that focus on growth versus proficiency, understanding first, that proficiency cannot be attained without closely monitored growth over time. This sentiment cannot be overstated or emphasized enough. It is the cornerstone of creating a collective belief that "together" we are making an impact. Teachers and students must be able to "see" the results of their intentions. Waiting and hoping for proficiency does not afford that opportunity. It's human nature to want to see the effect of one's effort, and immediate data that demonstrates growth and progress allow for that affirmation.

Responsive Leadership

When constructing Collective Teacher Efficacy, we abandon our feelings of powerlessness due to external conditions (imposed by school districts, politics and home conditions) and focus solely on teachers teaching and students learning. Leaders create conditions within a school which eliminate barriers that impede effective teaching, allowing and supporting teachers to teach and assess purposefully. Leaders build formal processes and routines for consistent reflection and modification of teaching practices. This encourages teachers to reflect with purpose on their own practice while simultaneously building on the reflective learning of their colleagues.

Collective Goal Setting

Building Collective Teacher Efficacy necessitates shifting from stagnant beliefs that hold us to repetitive, flatline progress to believing that we have the capacity to hold high expectations and change outcomes. We accomplish this by leaving nothing to chance, investing in our students by setting attainable goals whose impact is informed by ongoing formative data and embracing our setbacks and failures with grit and resilience. With this, teachers and students alike are actively practicing growth mindset celebrating our mistakes as opportunities to learn and grow. Goal-setting cannot be taken for granted, when building Collective Teacher Efficacy. When we (teachers and students) set attainable goals using common language and processes and commit to the effective teaching and/or learning strategies we will use to reach those goals, we invest in our collective learning and achievement growth.

3 (From "Collective Efficacy-The Power of Team and Belief" from theprincipalsplaybook.com).

Belief is a powerful factor in achieving any goal, in any situation, and in any organization. Collective efficacy in a school is the perception of teachers that the faculty as a whole can execute courses of action required to positively impact student achievement....in short, the school sees itself as an effective agent of change. Every great outcome starts with a belief. ... Do you believe in yourself and your team? Do you truly believe that you and your team can positively impact every child every day in your school? Doesn't every child that walks through our doors deserve to have teachers, staff, and administrators that believe in them and believe in themselves to achieve greatness? Does your school (people in the school) believe they are truly effective agents of change for every child every day?

The biggest part of being successful and seeing ALL students achieve at a high level comes down to collective efficacy.....the belief that we can make a difference for every child that walks through our doors each day. John Hattie's Visible Learning Research quantified the effect or impact size on student learning of almost everything we do in education. John Hattie says "the major argument underlying powerful impacts in our schools relates to how we think! It is a set of mind frames that underpin our every action and decision in a school; it is a belief that we are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in dialogue and challenge, and developers of trust with all, and that we see opportunity in error, and are keen to spread the message about the power, fun, and impact that we have on learning." (Visible Learning Teachers, p.159) Teachers and school leaders who develop these ways of thinking are more likely to have major impacts on student learning.

Our mission and vision is simple....."Commitment to Excellence", "Every Student, Every Day." You can't commit to the vision of our school without believing that we can make a positive difference for every single child that walks through our front doors. While we have strategic commitments that outline what we are dedicated to in school, it all goes back to the vision of "Every Student, Every Day" in that we believe we are the change agents that will make a positive impact for every student every day and the belief that our team can collectively accomplish this goal. This is our "educational swagger!" Don't overcomplicate the process of success in schools, it all starts and is grounded in the belief that the team is supposed to be successful and will collectively find a way to win!

4 (From "Teacher Expectations of Students" from ecs.org).

A growing body of research suggests that the expectations a teacher sets for an individual student can significantly affect the student's performance. Teacher expectations can, for example, be based on student characteristics such as race, ethnicity, and family income level, or indicators of past performance. These expectations can cause teachers to differentiate their behavior towards individual students, such that teachers set lower expectations for some students, provide briefer (or no) feedback on student errors – and less positive feedback after correct answers – and grant students less time to answer questions. All of these teacher behaviors, when repeated day in, day out, over the course of a year or multiple school years, can negatively impact student performance and ultimately perpetuate the achievement gaps that plague the American education system. While varied expectations for students are rarely developed out of malice, teachers need to be aware of the consequences of different student expectations and understand how to correct them.

It is human nature to form instant impressions, perceptions, and expectations of those with whom we come into contact. At the beginning of each school year, teachers must quickly gauge academic expectations for a classroom full of students they have only just met, in order to ensure that each child's interests, strengths, and weaknesses are accounted for and effectively addressed throughout the year.

However, teachers run the risk of setting inappropriate expectations of some students, which can negatively influence their attitudes and behavior towards those learners. Without realizing it, teachers reveal expectations in learning opportunities provided. A teacher might set lower standards for historically low-achieving students or he/she might perceive various student's behaviors differently. A delayed response from a non-minority, more affluent student might be perceived as thoughtful consideration, while the same delayed response from a minority, lower-income student might be considered as a lack of understanding. These differences in teacher behavior convey expectations to students, which can significantly affect their own behavior in ways that impede academic achievement. These negative teacher effects are estimated to account for 5-10% of the variance in student achievement.

Teachers are often unaware of the differential expectations they have set for their students, not recognizing the minor behavioral cues that can negatively affect their students' achievement levels. Education leaders are strongly encouraged to ensure that teacher preparation and professional development programs help teachers recognize their own biases and learn how to engage in teacher-student interactions that help all students achieve high expectations.

As Discussion Starters for the Reading, Choose One

<p>QQTP</p> <p>(Quotation, Question, Talking Points)</p>	<p>Sentence-Phrase-Word</p>
<ol style="list-style-type: none"> 1. Quotation: Choose a short part that you want to quote (verbatim). 2. Question: Ask a question about the text/part of the text. 3. Talking Points: Select three talking points (interesting, relevant, crucial information). 	<ol style="list-style-type: none"> 1. Choose one sentence to share (obviously, the most important one!). 2. Choose one phrase to share. 3. Choose one word to share. <p>Note: your three choices may not be from the same sentence.</p>

Notes

As a teacher, my commitments to Reaching for the Stars are...

1. _____

2. _____

3. _____

