Index

Adams, C., 8
Andree, A., 51, 52
Ashton, P. T., 15
Assignment Analysis Protocol, 81, 110–112

Babad, E., 16, 19
Bandura, A., 1, 3, 4, 6, 7, 8, 9, 11, 13, 30, 73, 79
Barr, P., 1, 8, 14, 23, 27, 62
Beauchamp, L., 55, 66
Ben Jaafar, S., 37, 56, 57, 58
Bennett, B., 92
Bloom's Taxonomy (Revised), 81, 111
Boynton, S., 69, 77, 83
Brafman, O., 19
Brafman, R., 19
Bressoux, P., 23
Bruce, C., 14, 54, 62, 68
Burnout, 2, 24
Bushe, G., 35, 84, 85, 115

Characteristics of Collaborative Leadership Inquiry Continuum, 91, 116–118
Christou, C., 11
City, E., 38, 58, 83
Collaborative inquiry framework, 75–76
  Collaborative Leadership Inquiry Four-Stage Model and, 76–91, 77 (figure)
  Collaborative Teacher Inquiry Four-Stage Model and, 60–62, 61 (figure), 76
  collective efficacy, enhancement of, 62–64
  inquiry, types of, 77
  instructional experimentation, legitimization of, 62
  leader learning, focus of, 76
  leadership teams and, 76
  professional learning opportunities and, 60–64, 61 (figure)
  school improvement, conceptual change and, 61–62
  teacher teams and, 75–76
  See also Collective efficacy development; Professional learning opportunities
Collaborative Leadership Inquiry Four-Stage Model, 76, 77 (figure)
  Assignment Analysis Protocol and, 81
  assumptions, examination of, 89–90
  celebrating efforts and, 90–91
  changes in practice, implementation of, 86–87
  Characteristics of Collaborative Leadership Inquiry Continuum tool and, 91
  collective efficacy beliefs, identification of, 78–83
  conclusions, formulation of, 90
  debriefing process and, 90–91
  documented learning and, 90
  efficacy enabling conditions, identification of, 82–83
  efficacy measurement tools and, 78–82
  Enabling Conditions for Collective Teacher Efficacy Questionnaire and, 82
  evidence, collection of, 87–88, 89, 90
  Inquiry Question Checklist and, 83, 84 (figure)
  inquiry question, development of, 83
  leadership practices, potential changes in, 88–89
  leadership theory of action, formulation of, 83–86, 85 (figure), 89
  meaningful focus, determination of, 78–83
  shared knowledge/understanding, development of, 87
  Stage 1/planning process and, 77–86
  Stage 2/action into practice and, 86–88
  Stage 3/outcomes observation and, 88–90
  Stage 4/results assessment and, 90–91
  World Café Protocol, 80
  See also Collaborative inquiry framework
Collaborative Teacher Inquiry Four-Stage Model, 60–62, 61 (figure), 76
Collective efficacy consequences, 3, 13–14
  affective states and, 8–10
  autonomy support orientation and, 21–23
  bias, susceptibility to, 19, 20
  challenging goals, commitment to, 15, 24
  community partnerships and, 25
  defensive pessimism and, 18–20
  disruptive behaviors, management of, 23–24
  Golem Effect and, 15, 17–18, 19, 20
  high/low expectations, influence of, 15–20, 17 (figure)
  learner autonomy, facilitation of, 21–23
  mastery experiences, creation of, 15, 20

mirrored expectations, molding process and, 19
motivational teaching styles, continuum of, 21
novel teaching approaches, incorporation of, 15
parent involvement and, 24–25
productive teaching behaviors and, 13–14, 14 (table)
Pygmalion Effect and, 15–16, 17 (figure), 19
school-wide high achievement and, 19–20
student-centered classrooms and, 21
student motivation, competency beliefs/attributions and, 22
students' self-concepts and, 20
teacher effort/persistence, enhancement of, 14–15
See also Collective efficacy development; Collective teacher efficacy
Collective efficacy development, 7, 27–28
advanced teacher influence and, 28–30
affective states and, 8–10
balkanization/contrived collegiality, danger of, 37
cascade effect, threat of, 37–38
causal attributions and, 7, 10–12
change agents and, 28, 33, 37, 46, 82–83
colleagues' work, teachers' knowledge about, 32, 39, 54, 56
collegial relations, continuum of, 38–39
conversation protocols and, 38, 80, 108–109
data-driven change and, 47
decision process, teacher involvement in, 41–43, 41 (figure)
effective leadership practices for, 36–48
efficacy-enhancing protocols and, 69–73
empowerment practices and, 40–43
enabling conditions for, 28–34, 29 (figure)
goal consensus and, 30–31, 73
goal setting process and, 44–46, 45 (figure)
high expectations, establishment of, 44–46
influential factors in, 7
interventions, effective systems of, 33–34
joint-work, facilitation of, 39
Ladder of Teacher Involvement in School Decision Making and, 36, 41–42, 41 (figure)
leadership responsiveness and, 33
mastery experiences and, 8, 67, 70
meaningful collaboration, structures/processes for, 37–39
results interpretation/feedback provision and, 47–48
social persuasion and, 8
staff cohesion and, 32–33
Team Success Analysis Protocol and, 69
theory of action for, 34–36, 35 (figure)
vicarious experiences and, 8, 64–65, 67
See also Collaborative inquiry framework; Collaborative Leadership Inquiry Four-Stage Model; Collective efficacy consequences; Collective teacher efficacy; Professional learning opportunities
Collective Efficacy Scale, 79
Collective Teacher Belief Scale, 79
Collective teacher efficacy, 1–2
beliefs about, 1–2, 3, 6–7, 10–11, 13
causal attributions and, 7, 10–12
collective efficacy effects and, 3
context factors and, 7
description of, 2–4
development of, 7–12
high-needs students and, 2
mastery experiences and, 8
material/resources and, 7
professional learning opportunities and, 2
self-efficacy expectation and, 3, 4, 11
significance of, 4–7, 6 (table)
social persuasion and, 8
sources of efficacy and, 8–10
student achievement and, 1, 3, 4, 5–6, 6 (table), 13
task analysis and, 7
teacher self-efficacy, definition of, 3
vicarious experiences and, 8
See also Collective efficacy consequences; Collective efficacy development; Professional learning opportunities
Colton, A., 62
Conroy, P., 17, 18
Csikszentmihalyi, M., 44

Dack, L. A., 61, 75, 76
Daly, A., 4, 59
Darling-Hammond, L., 51, 52
Deci, E., 21, 22
Defensive pessimism, 18–20
Diversity Rounds Protocol, 71–72, 102–103
Donohoo, J., 83, 85, 90, 93, 114, 118
DuFour, R., 34
DuFour, R., 34
Durksen, T., 55, 66

Eaker, R., 34
Earl, L., 37, 56, 57, 58
Eells, R., 5
Elmore, R., 38, 58, 76, 83
Enabling Conditions for Collective Teacher Efficacy Questionnaire, 82, 113–114
English language learners (ELLs), 1, 2, 71
Ermeling, B., 63
Escobedo, A., 32, 69
Evidence Analysis Protocol, 70–71, 99–101
Expectancy effects, 10–11, 15
bias, susceptibility to, 19, 20
collective efficacy and, 19–20
defensive pessimism and, 18–20
Golem Effect and, 15, 17–18, 19
laboratory demonstration of, 16
mirrored expectations, molding process and, 19
parental expectations and, 25
Pygmalion Effect and, 15–16, 17 (figure), 19
self-fulfilling prophecies and, 15
teachers' affective displays and, 17
See also Collective efficacy consequences

Fernandez, A., 4
Fiarman, S., 38, 58, 83
Fichtman Dana, N., 69, 77, 83
Filbin, J., 47
Fletcher, A., 41
Flowers, B., 72
Flynn, T., 62
Fode, K., 16
Forsyth, P., 8
Franke, M., 70
Fullan, M., 27, 29, 37, 39, 48, 51, 53, 54, 56, 57, 58, 60

Gallimore, R., 63
Georgiou, S., 11
Gibbs, S., 23
Goddard, R., 3, 4, 7, 8, 11, 14, 40, 49, 71, 78, 79
Goldenberg, C., 63
Golem Effect, 15, 17–18, 19, 20
Graham, S., 17
Gray, P., 25, 29, 32, 33, 70

Hamilton, R., 20
Hargreaves, A., 29, 37, 48, 53, 57
Hart, R. A., 41
Harvard Test of Inflected Acquisition, 15
Hastie, R., 37, 38
Hattie, J., 5, 6, 14, 15, 16, 20, 23, 24, 25, 47
Heath, C., 86
Heath, D., 86
Hirsh, S., 71
Hogaboam-Gray, A., 29, 32, 33, 70
Hohepa, M., 30, 44, 45
Horton, J., 82
Hoy, W. K., 3, 4, 7, 8, 11, 14, 22, 40, 49, 78, 79
Hu, B., 60
Hu, X., 60

Individual Education Plans (IEPs), 1, 2

Jacobson, L., 15
Jantzi, D., 54
Jaworski, J., 72
Jeynes, W., 25
Johnson, S., 37, 54

Kanter, R., 13, 16, 18
Karhanek, G., 34
Katz, S., 37, 56, 57, 58, 61, 75, 76, 86, 87, 89
Kazemi, E., 70
Killion, J., 71
Kitsantas, A., 24
Klassen, R., 24, 55, 66
Knight, J., 52
Knight, S., 30, 59, 73
Kurz, T. B., 30, 59, 73

Ladder of Teacher Involvement in School Decision Making, 36, 41–42, 41 (figure)
Langer, G., 62
Latham, G., 46
Learning Forward Ontario, 112
Leithwood, K., 30, 54
Leroy, N., 23
Lewis, S., 29
Little, J. W., 36, 38, 39
Liu, H., 60
Lloyd, C., 30, 44, 45
Locke, E., 46

Marshak, R., 84
Martin, B., 82
Marzano, R., 5
McMaster, P., 67
Moolenaar, A., 4, 59

National School Reform Faculty (NSRF), 96, 98, 101, 103, 105, 107
Nina, K., 4

Observer as Learner Protocol, 70, 97–98
Ontario Secondary School Literacy Test (OSSLT), 2, 19
Orphanos, S., 51, 52

Panaoura, G., 11
Parent involvement, 24–25
Parsons, J., 55, 66
Peer Coaching Cycle, 64–68, 65 (figure), 97
Pink, D., 22
Planche, B., 56, 58
Pontes, F., 4
Powell, B., 23
Preus, J., 64
Professional learning communities (PLCs), 57–58
Professional learning opportunities, 51–52
  collaborative teacher inquiry and, 60–64, 61 (figure)
  collective efficacy beliefs and, 55, 59, 62–64, 67–68
  continuous improvement and, 51, 56
  Diversity Rounds Protocol and, 71–72
  effective professional learning, characteristics of, 52–54, 52 (figure)
  efficacy-enhancing protocols and, 69–73
  empowerment, perceptions of, 54, 62
  Evidence Analysis Protocol and, 70–71
  mastery experiences, support of, 67, 70
  networked learning communities, school improvement and, 57–58
  Observer as Learner Protocol and, 70
  participatory approach to, 82
  peer coaching cycle and, 64–68, 65 (figure)
  school improvement, conceptual change and, 61–62
  School Visits Protocol and, 73
  Shared Vision Development Protocol and, 72–73
  structures for, 54–68
  Student Work Study Teacher initiative and, 68
  teacher networks and, 55–60
  Team Success Analysis Protocol and, 69
  See also Collaborative inquiry framework; Collective efficacy development
Protheroe, N., 3
Protocols. *See* Professional learning opportunities; Resources
Pygmalion Effect, 15–16, 17 (figure), 19

Quinn, J., 27, 39, 51, 54, 57, 60

Ramos, M., 4
Reeves, D., 47, 56, 57, 59
Resources:
  Assignment Analysis Protocol, 81, 110–112
  Characteristics of Collaborative Leadership Inquiry Continuum, 91, 116–118
  Diversity Rounds Protocol, 71–72, 102–103
  Enabling Conditions for Collective Teacher Efficacy Questionnaire, 82, 113–114
  Evidence Analysis Protocol, 70–71, 99–101
  Observer as Learner Protocol, 70, 97–98
  School Visits Protocol, 73, 106–107
  Shared Vision Development Protocol, 72–73, 104–105
  Team Success Analysis Protocol, 69, 94–96
  Template for Documenting Student Learning, 66, 93
  Theory of Action Map, 84, 85 (figure), 115
  World Café Protocol, 80, 108–109
Richardson, N., 51, 52
Rincon-Gallardo, S., 56, 58
Robbins, P., 64

Roberts, E., 22
Robinson, V., 30, 44, 45
Rosenthal, R., 15, 16, 18, 19
Rosoff, B., 22
Ross, J., 14, 25, 29, 32, 33, 54, 68, 70
Rubie-Davis, C., 20
Ryan, R., 22

Sarrazin, P., 23
Saunders, W., 63
Schaar, J., 72, 104
Scharmer, C., 72
School Visits Protocol, 73, 106–107
Self-efficacy expectation, 3, 4, 11
Self-fulfilling prophecies, 15
  defensive pessimism and, 18–20
  Golem Effect and, 15, 17–18, 19, 20
  Pygmalion Effect and, 15–16, 17 (figure), 19
  See also Collective efficacy consequences; Expectancy effects
Senge, P., 72
Shared Vision Development Protocol, 72–73, 104–105
Sharratt, L., 56, 58
Silva, S., 4
Skrla, L., 71
Sleegers, P., 4, 59
Smith, P. A., 4
Socioeconomic status (SES), 1, 4, 5, 6 (table), 71, 79
Sorlie, M., 23
Sousa, D., 81
Southern, N., 83, 84, 86
Sparks, D., 89
Stavrinides, P., 11
Student achievement:
  autonomy support orientation and, 21–23
  causal attributions and, 10–11
  collective teacher efficacy and, 1, 3, 4, 5–6, 6 (table)
  curriculum-based factors in, 5, 6 (table)
  difficult vs. complex tasks and, 81
  extrinsic vs. intrinsic rewards and, 22, 23
  influential factors, comparison of, 5–6, 6 (table)
  learner autonomy, facilitation of, 21–23
  motivation, competency beliefs/attribution and, 22
  school-based factors in, 5, 6, 6 (table)
  socioeconomic status and, 1, 4, 5, 6 (table), 71, 79
  student-centered classrooms and, 21
  student expectations and, 4, 22
  students' self-concepts and, 20
  teaching practices and, 4–5
  Template for Documenting Student Learning and, 66, 93
  See also Collective efficacy consequences; Collective teacher efficacy; Expectancy effects
Student Work Study Teacher (SWST) initiative, 68
Sun, P., 30
Sunstein, C., 37, 38
Sweetland, S. R., 4

Tadlock, J., 22
Tasan, A., 71
Taylor, L., 55, 66
Teacher efficacy. *See* Collaborative inquiry framework; Collective efficacy consequences; Collective efficacy development; Collective teacher efficacy; Professional learning opportunities
Team Success Analysis Protocol, 69, 94–96
Teitel, L., 38, 58, 83
Template for Documenting Student Learning, 66, 93
Theory of action maps, 84, 85 (figure), 115
Thomas, C., 69, 77, 83
Torsheim, T., 23
Tough, P., 22
Trouilloud, D., 23
Tschannen-Moran, M., 1, 8, 14, 23, 27, 62, 67, 79

Van Barneveld, C., 71
Velasco, M., 83, 85

Ware, H., 24
Webb, R. B., 15
Wei, R., 51, 52
Wheatley, M., 55
Woolfolk Hoy, A., 3, 4, 7, 8, 11, 14, 22, 40, 49
World Café Protocol, 80, 108–109

Zumbrunn, S., 22