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Collective Teacher Efficacy (CTE) according to John Hattie

Posted on [March 7, 2018](#) by [Sebastian Waack](#) — [2 Comments](#) ↓

Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement. Here is a quick overview of John Hattie's "new number one" influence.

Newsletter

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About Visible Learning



Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

Image (c) Visible Learning Plus – www.visiblelearningplus.com

Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. Visible Teaching and Learning occurs when teachers see learning through the eyes of students and help them become their own teachers.

Weblinks



Visible Learning plus is a professional development programme for teachers. It provides an in-depth review and change model for schools based on John Hattie's research. With a seminar and support series the Visible Learning plus team helps schools to find out about the impact they are having on student achievement.
www.visiblelearningplus.com

John Hattie and his team have presented Collective Teacher Efficacy (CTE) as the “*new number one*” influence related to student achievement several times, e.g. at the [Annual Visible Learning Conference \(2016\)](#) or the [Collaborative Impact Conference 2017](#). Although Hattie's latest published [list of 195 effects](#) in [The Applicability of Visible Learning to Higher Education \(2015\)](#) puts CTE only in second place, its effect size of $d=1.57$ is still huge: it is more than two times bigger than that of feedback ($d=0.72$), and almost three times bigger than the effect of classroom management ($d=0.52$). The message seems to be clear: together teachers can achieve more, especially if they collectively believe that they can do so!

Hattie's new factor is based on Rachel Jean Eells' “Meta-Analysis of the Relationship Between Collective Teacher Efficacy and Student Achievement” ([PDF](#)). For her Ph.D. thesis at the Loyola University Chicago, she has conducted a meta-analysis of 26 studies on Collective Teacher Efficacy and found that “*the weighted average effect size of r-mean (outlier removed) was*

0.617". This number can easily be [converted](#) into Cohen's $d=1.568$, the number Hattie reports.

The concept of Collective Teacher Efficacy itself is much older. It was introduced in the 1990s by Albert Bandura and is rooted in his concept of self-efficacy, [Bandura \(1993, 1997\)](#). He defines collective efficacy as *"a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment."* Bandura found that the positive effects of CTE on student academic performance more than outweigh the negative effects of low socioeconomic status.

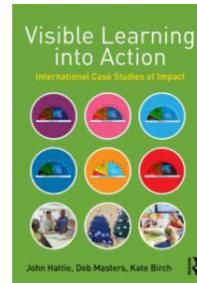
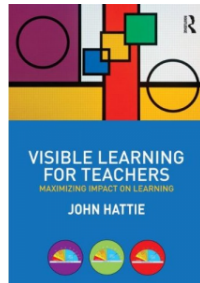
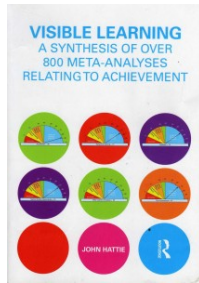
His findings were later confirmed by Goddard, Hoy, and Hoy (2000). In their studies, they could demonstrate that between-school differences of collective teacher efficacy were more important in explaining student achievement than socioeconomic status. Moreover, Hoy, Sweetland, and Smith (2002) found that the strength of CTE helps the positive effects of individual teacher efficacy and vice versa. A stronger collective teacher efficacy seems to encourage individual teachers to make a more effective use of the skills they already have.

According to Hattie's presentation at the [Collaborative Impact Conference 2017](#) "Collective Teacher Efficacy" is not about making teachers feel good about themselves. It is more complicated than just believing you can make a difference collectively. One of the authors that come closest to Hattie's definition "collaborative conversation based on evidence" is Jenni Donohoo with her book ["Collective Efficacy: How Educators' Beliefs Impact Student Learning"](#).

For further reading and a practical guide about how to build Collective Teacher Efficacy in your school, you should read the short and excellent Issue Brief ["Building Collective Efficacy"](#) by Dana Brinson and Lucy Steiner.

Read the books.

Order your copy on [Amazon](#) or find them in a library.



- [Visible Learning \(2009\)](#)
- [Visible Learning for Teachers \(2011\)](#)
- [Visible Learning into Action \(2016\)](#)
- [Jenni Donohoo: Collective Efficacy: How Educators' Beliefs Impact Student Learning](#)

References:

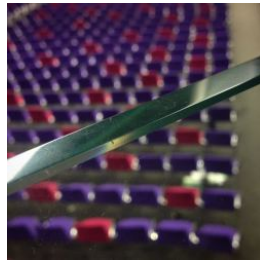
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Video: Watch John Hattie's Keynote



Visible Learning World Conference



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11 Questions to Professor John

◀ Arabic Translation of “Visible Learning for Teachers”

Tagged with: Bandura, Brinson, Collective Teacher Efficacy, CTE, Goddard, Hoy, Self-efficacy, Smith, Steiner, Sweetland, Woolfolk Hoy

Posted in Visible Learning

2 comments on “Collective Teacher Efficacy (CTE) according to John Hattie”



Shaun Hawthorne says:

[March 12, 2018 at 5:15 PM](#)

Dear Sebastian, you may wish to update your list of effects with the newer one on our website. As you know Professor Hattie is continually revising and updating his database of what works

best in education.

The version uploaded here

<http://visiblelearningplus.com/content/250-influences-student-achievement> was updated in November 2017 and the intent is to update it about once every six months.

You will also note Professor Hattie would prefer it if people moved away from ranking the effect sizes.

Kind regards

[Reply](#)



Sebastian Waack says:

March 27, 2018 at 1:09 PM

Dear Shaun,

Thank you for your comment and for pointing me to the updated list! I will try to update the list on this website as soon as possible.

In the VL plus list from August 2017 the “new number one influence” CTE was only “number two”. I checked the source of CTE but couldn’t find a way to check the source meta-studies of “teacher estimates of achievement”. Do you know which metas belong to this influence that was $d=1.62$ and is now $d=1.29$?

Moreover, I was thinking about creating an enhanced interactive ranking list that lets people switch between / combine different domains and move away from the linear one-dimensional design. Do you think this would be useful?

Kind regards, Sebastian

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