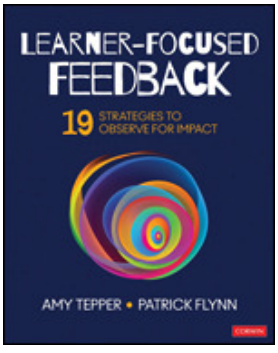

Two important lessons should be derived from this research as you begin your journey toward creating a culture of learning through observation and feedback. We can increase teachers' levels of self-efficacy if we do the following:

- ✓ Devote energy and resources toward building the skill set of the observer to ensure high-quality observations are rooted in specific evidence and lead to honest, specific, and practical feedback. Up to this point, we are consistently failing observers by inserting them into a feedback cycle without proper training and ongoing support—hence the urgency for both *Feedback to Feed Forward* (2019) and this book.
- ✓ Recognize and convey to all stakeholders that the consistent execution of high-quality observations and feedback within a cycle will take time to establish and that no shift in culture within a school occurs simply or without challenge.

Impacting Collective Belief

We know that we are more powerful together. We also know from Goddard, Hoy, and Hoy (2004) and John Hattie (2017) that **collective teacher efficacy**—a collective belief of teachers in their ability to positively affect students—has a significant effect size (1.57) and is, in fact, the greatest influence on student achievement as of this date. It is important to note that simply having an individual on a team with a high level of self-efficacy does not necessarily translate to a collective belief in that group or in collective teacher efficacy. But leaders can support teachers who collaborate from a place of high self-efficacy who are equipped with an understanding of *why* they are being successful or not. Imagine the potential of, say, PLCs and data teams when the group is focused on the causal relationships being identified routinely in classrooms through observation and feedback, building a more accurate picture of effective teaching and learning. The consistent identification of these relationships begins to form a basis of belief in one's capacity as well as the group's ability to impact students.

Hattie and Zierer (2018) identify a set of beliefs or "10 Mindframes for Visible Learning" that serve to influence collective teacher efficacy. These should drive every decision and every action taken within a school. Five mindframes for visible learning that propel our thinking and work every day include the following:

Your teachers believe . . .

1. their fundamental task is to **evaluate the effect of their teaching** on student learning and achievement
2. success and failure in student learning **is about what they did or did not do because they are change agents**
3. it is important to **talk more about the learning** than teaching
4. assessment is about **impact**, and
5. they can have a positive impact on **all learners**.

These mindframes are rooted in a system in which everyone in the school is a collaborator in improving teaching and learning and are, in fact, "responsible for its success" (Hattie, 2012, p. 170).