
Collective Efficacy Scale (CE-SCALE)

Collective Efficacy



Steve Ventura
Advanced Collaborative Solutions
www.steveventura.com
steve@steveventura.com
twitter: @smventura
805.975.3853

Advanced Collaborative Solutions (ACS) is a professional development organization providing contemporary research about the advantages of focused collaboration, goal setting, and organizational improvement.

Collective efficacy is the shared perceptions of teachers in a school that the efforts of the faculty as a whole will have positive effects on students. The Collective Efficacy Scale (CE-Scale), is a scale which measures the collective efficacy of a school.

There are actually two CE-Scales-one contains 21 items (long), the other contains 12 items (short). In addition, there are 2 scoring scales, each associated with the specific survey, long and short.

Scoring Key (long)

Ten of the items in this scale are reversed scored, that is, "1" is scored "6," "2" is scored "5," etc. For example, the item, "If a child doesn't want to learn teachers here give up," is scored in reverse. Thus, a strongly agree "6" would be scored "1," suggesting low efficacy.

To score the scale:

- 1 First reverse scores on the following items: 3, 4, 8, 10, 11, 12, 16, 18, 19, 20.
- 2 Then add the scores for all 21 items: the greater the sum, the higher the collective efficacy.
- 3 Average all the individual teacher scores to find a collective efficacy score of the school.

Collective Efficacy Scale (CE-SCALE, short)

The Short Form of the Collective Efficacy Scale is a 12-item scale. Half of the items in this scale are reversed scored, that is, "1" is scored "6," "2" is scored "5," etc. For example, the item, "If a child doesn't want to learn teachers here give up," is scored in reverse. Thus, a strongly agree "6" would be scored "1," suggesting low efficacy.

Validity and Reliability Evidence for the Short Form

Goddard (2002) built on the work of Goddard, Hoy, and Woolfolk, Hoy, 2000) to develop and test a 12-item short Collective Efficacy Scale. The psychometric properties of the short form are impressive and at least equivalent to the longer 21-item form; the validity and reliability of the short form are strong (Goddard, 2002).

Scoring Key for the Short Form of the CE-Scale

To score the scale:

- 1 First, reverse scores on the following items: 3, 4, 8, 9, 11, 12.
- 2 Next, compute the average item score for each of the 12 items; that is, for each item, sum all the individual scores and divide by the number of teachers in the school for which you have a response. You will have an average school score for each of the 12 items.
- 3 Finally, sum the average item scores for all 12 items and divide by 12; the average collective efficacy (CE) score for your school will be between 1 and 6.

CE-Scale Form L

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers in the school are able to get through to the most difficult students.	1	2	3	4	5	6
2. Teachers here are confident they will be able to motivate their students.	1	2	3	4	5	6
3. If a child doesn't want to learn teachers here give up.	1	2	3	4	5	6
4. Teachers here don't have the skills needed to produce meaningful student learning.	1	2	3	4	5	6
5. If a child doesn't learn something the first time teachers will try another way.	1	2	3	4	5	6
6. Teachers in this school are skilled in various methods of teaching.	1	2	3	4	5	6
7. Teachers here are well-prepared to teach the subjects they are assigned to teach.	1	2	3	4	5	6
8. Teachers here fail to reach some students because of poor teaching methods.	1	2	3	4	5	6
9. Teachers in this school have what it takes to get the children to learn.	1	2	3	4	5	6
10. The lack of instructional materials and supplies makes teaching very difficult.	1	2	3	4	5	6
11. Teachers in this school do not have the skills to deal with student disciplinary problems.	1	2	3	4	5	6
12. Teachers in this school think there are some students that no one can reach.	1	2	3	4	5	6
13. The quality of school facilities here really facilitates the teaching and learning process.	1	2	3	4	5	6
14. The students here come in with so many advantages they are bound to learn.	1	2	3	4	5	6
15. These students come to school ready to learn.	1	2	3	4	5	6
16. Drugs and alcohol abuse in the community make learning difficult for students here.	1	2	3	4	5	6
17. The opportunities in this community help ensure that these students will learn.	1	2	3	4	5	6
18. Students here just aren't motivated to learn.	1	2	3	4	5	6
19. Learning is more difficult at this school because students are worried about their safety.	1	2	3	4	5	6
20. Teachers here need more training to know how to deal with these students.	1	2	3	4	5	6
21. Teachers in this school truly believe every child can learn.	1	2	3	4	5	6

(Copyright© Goddard & Hoy, 2003)

CE-Scale Short Form

Directions: Please indicate your level of agreement with each of the following statements about your school from **strongly disagree** to **strongly agree**. Your answers are confidential.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. Teachers in the school are able to get through to the most difficult students.	1	2	3	4	5	6
2. Teachers here are confident they will be able to motivate their students.	1	2	3	4	5	6
3. If a child doesn't want to learn teachers here give up.	1	2	3	4	5	6
4. Teachers here don't have the skills needed to produce meaningful student learning.	1	2	3	4	5	6
5. Teachers in this school believe that every child can learn.	1	2	3	4	5	6
6. These students come to school ready to learn.	1	2	3	4	5	6
7. Home life provides so many advantages that students here are bound to learn.	1	2	3	4	5	6
8. Students here just aren't motivated to learn.	1	2	3	4	5	6
9. Teachers in this school do not have the skills to deal with student disciplinary problems.	1	2	3	4	5	6
10. The opportunities in this community help ensure that these students will learn.	1	2	3	4	5	6
11. Learning is more difficult at this school because students are worried about their safety.	1	2	3	4	5	6
12. Drug and alcohol abuse in the community make learning difficult for students here.	1	2	3	4	5	6

(Copyright© Goddard & Hoy, 2003)

Scoring Key for the Short Form of the CE-Scale

To score the scale:

1. First, reverse scores on the following items: **3, 4, 8, 9, 11, 12**.
2. Next, compute the average item score for each of the 12 items; that is, for each item, sum all the individual scores and divide by the number of teachers in the school for which you have a response. You will have an average school score for each of the 12 items.
3. Finally, sum the average item scores for all 12 items and divide by 12; the average collective efficacy (CE) score for your school will be between **1 and 6**.

Computing a Standardized Score (SdS) for the Collective Efficacy Scale

First, compute the difference between your school's average collective efficacy (CE) score and the mean for the normative sample
(CE-4.1201)

Then multiply the difference by one hundred [**100(CE-4.1201)**].

Next divide the product by the standard deviation of the normative sample (**.6392**).

Then add 500 to the result. **You have computed a standardized score (SdS) for the collective efficacy of your school!**

Here is the entire formula using the CE score from the example to the right:

$$\text{SdS for CE} = 100(3.5 - 4.1201) / .6392 + 500 = 402$$

A score of **402** is lower than 84% of the schools.

Statements	Average Score
1. Teachers in the school are able to get through to the most difficult students.	3.5
2. Teachers here are confident they will be able to motivate their students.	2.7
3. If a child doesn't want to learn teachers here give up.	4.2
4. Teachers here don't have the skills needed to produce meaningful student learning.	4
5. Teachers in this school believe that every child can learn.	4.5
6. These students come to school ready to learn.	2.9
7. Home life provides so many advantages that students here are bound to learn.	3.2
8. Students here just aren't motivated to learn.	3
9. Teachers in this school do not have the skills to deal with student disciplinary problems.	3
10. The opportunities in this community help ensure that these students will learn.	3.5
11. Learning is more difficult at this school because students are worried about their safety.	5
12. Drug and alcohol abuse in the community make learning difficult for students here.	3
Building Total Points	42.5
Average Collective Efficacy Score (score = 1 - 6)	3.5

You now have standardized school score against the normative data provided in a representative Ohio sample. For example, if your school score is 700, it is two standard deviations above the average score of all schools in the sample; that is, the school has stronger collective efficacy than 97% of the schools in the sample.

If the score is 200, it is lower than 99% of the schools.

If the score is 300, it is lower than 97% of the schools.

If the score is 400, it is lower than 84% of the schools.

If the score is 500, it is average.

If the score is 600, it is higher than 84% of the schools.

If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

References

Goddard, R.D., Hoy, W.K., Woolfolk, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Education Research Journal*, 37(2), 479-507.

Goddard, R.D. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*.