**Collective Teacher Efficacy “Look-For” Tool aligned with Practice Profile**

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| **Essential Function** | **Leadership** | **Teachers** |
| **#1** District/Building leaders provide opportunities for teachers to experience the **four sources of efficacy** and teachers have a combined belief that they have a major impact on student learning. | * Supports the availability of professional development and coaching to ensure positive impact on student learning
* Provides and/or ensures teachers receive effective feedback and encouragement regarding the implementation of instructional practices learned in professional development
* Evaluates data on the implementation of new instructional strategies
 | * Implement effective teaching and learning practices with evidence of success
* Regularly engage in teacher to teacher observations and feedback on effective teaching/learning practices
* Collect data to indicate successful implementation of instructional strategies
* Have resources and support needed to impact student learning
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| **#2** District/Building leaders provide opportunities for teacher collaboration that encourages the development of **social networks** focused on improving instructional practice. | * Creates structures and processes to ensure collaborative conversations regularly occur
* Facilitates efficient sharing of resources and knowledge between colleagues
* Supports professional development and coaching to ensure all staff have effective collaboration skills
* Identifies which people or groups are isolated and creates opportunities to encourage greater interactions with staff who are committed to the school culture
 | * Participate in a variety of collaborative organizational structures (e.g. teams, committees, professional development opportunities)
* Informally and formally collaborate with other teachers about improving instruction
* Share knowledge, resources, and ideas freely with a variety of colleagues
* Have the opportunity to talk with other colleagues every day
* Have multiple, safe avenues for giving and receiving advice and feedback
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| **#3** District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of **teacher leadership.** | * Creates differential opportunities for teachers to use their unique skills and interests
* Encourages useful opportunities for teacher leadership
* Ensures there is a communication plan that disseminates information clearly and consistently with all staff
* Values collaboration and leads by example
* Communicates clear expectations about outcomes
* Encourages creativity
* Provides direct support for teacher leadership
 | * Have meaningful participation in leadership meetings and tasks
* Are actively involved in PD planning and implementation
* Engage in peer coaching
* Collaboratively implement new programs school-wide
* Participate in professional organizations
* Promote parent participation
* Partner with colleges and universities to prepare future teachers
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| **#4** District/Building leaders establish a climate that values **teacher voice in decision making** | * Creates structures and protocols for teachers to collaboratively share skills and expertise
* Builds instructional knowledge and skills
* Involves teachers in school decision making
* Facilitates a decision making process that is transparent
* Uses a collaborative problem-solving approach to generate ideas and solutions
* Builds a culture of trust
 | * Feel empowered to make instructional decisions
* Trust those in leadership roles
* Willingly share their ideas and expertise
* Work together to solve problems
* Express that they have an influential voice in school decisions
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| **#5** District/Building leaders design intentional supports that promote **collaborative teacher inquiry.** | * Supports regular and protected team meeting times
* Facilitates the use of inquiry-focused protocols
* Creates structures for role-alike or grade-alike teams
* Supports professional development for the establishment of collaborative teams and collaborative teacher inquiry
 | * Identify and define compelling, recurring problems of instruction
* Commit to an instructional decision that is evidence-based
* Determine valid and reliable success criteria
* Review data to determine the degree of impact according to the success criteria
* Reflect on the findings and the process and revise as needed
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