**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 |
| **#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 |
| **#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 |
| **#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 |
| **#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 |