| **Collective Teacher Efficacy (CTE) Practice Profile** |
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| **Essential Function** | **Exemplary****Implementation** | **Proficient** | **Close to Proficient**(Skill is emerging, but not yet to proficiency. Coaching isrecommended.) | **Far from Proficient**(Follow-up training and coaching are critical.) |
| 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. | When considering the last 12 month, educators strongly agree the following five criteria are true of their experience.* They have successfully implemented a new instructional strategy or practice learned in training (affective state).
* They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (*social persuasion*).
* They have seen others in their building implement a new instructional strategy or practice learned in training (*vicarious experience*).
* They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (*mastery experience*).
* They report they have the resources and support needed to make a major impact on student learning.
 | When considering the last 12 months, educators mostly agree the five criteria are true of their experience. | When considering the last 12 months, educators agree some of the five criteria are true of their experience. | When considering the last 12 months, educators disagree any of five criteria have been true of their experience. |
| 2 | District/Building leaders provide opportunities for teacher collaboration that encourages the development of **social networks** focused on improving instructional practice.  | When considering the last 12 month, educators strongly agree the following four criteria are true of their experience.* They participate in conversations with other teachers about ways to improve instruction 3 or more times per week.
* Their collaborative conversations with other teachers are helpful for improving instructional practice.
* They are part of formal and informal collaborative social networks.
* They experience shared leadership within teams.
 | When considering the last 12 months, educators mostly agree the four criteria are true of their experience. | When considering the last 12 months, educators agree some of the four criteria are true of their experience. | When considering the last 12 months, educators disagree any of four criteria have been true of their experience. |
| 3 | District/Building leaders design school structures, promote professional development, and allot time in ways that support the development of **teacher leadership.** | When considering the last 12 month, educators strongly agree they participate in school leadership opportunities through* work focused on school and/or district improvement,
* professional development provided by themselves and/or colleagues,
* work focused on strengthening school and/or district curriculum,
* opportunities to participate in professional organizations, and
* work focused on family/community partnerships.
 | When considering the last 12 months, educators mostly agree the five criteria are true of their experience. | When considering the last 12 months, educators agree some of the five criteria are true of their experience. | When considering the last 12 months, educators disagree any of five criteria have been true of their experience. |
| 4 | District/Building leaders establish a climate that values **teacher voice in decision making** | When considering major decisions in their school and district over the last 12 months, educators strongly agree the following five criteria are true of their experience.* the decision-making process is transparent,
* the decision-making process includes opportunities for teachers to share their ideas and expertise,
* I had an opportunity to have an influential voice in decisions,
* I trust those in the decision-making role, and
* a collaborative problem-solving approach is used to generate ideas/solutions.
 | When considering the last 12 months, educators mostly agree the five criteria are true of their experience. | When considering the last 12 months, educators agree some of the five criteria are true of their experience. | When considering the last 12 months, educators disagree any of five criteria have been true of their experience. |
| 5 | District/Building leaders design intentional supports that promote **collaborative teacher inquiry.** | When considering the last 12 month, educators strongly agree the following six criteria are true of their experience. Teams’ collaborative inquiry…* uses a formal structure (meeting times, teams, and process are defined),
* is built around compelling problems of instruction,
* involves collaborative collection and analysis of data relevant to identified problem of instruction.
* results in collective commitment to a plan to address student needs.
* includes evaluation of the plan and further adjustments, and
* improves teachers’ understanding and teaching practices.
 | When considering the last 12 months, educators mostly agree the six criteria are true of their experience. | When considering the last 12 months, educators agree some of the six criteria are true of their experience. | When considering the last 12 months, educators disagree any of six criteria have been true of their experience. |