

Collective Teacher Efficacy (CTE) Practice Profile

Implementation with fidelity requires clearly described implementation criteria. The Practice Profile framework was developed by the National Implementation Research Network (NIRN) as a way of outlining implementation criteria using a rubric structure with clearly defined practice-level characteristics (NIRN, 2011). According to NIRN, the Practice Profile emerged from the conceptualization of the change process outline in the work of Hall and Hord's (2006) Innovation Configuration Mapping (NIRN, 2011).

The Practice Profile template is anchored by the essential functions. Moving from left to right across the template are the essential functions of the practice, implementation performance levels, and criteria/evidence which provides data or documentation for determining implementation levels.

How to Use the Practice Profile

The essential functions align with the teaching/learning objectives for each learning package. Four levels of implementation are described for each teaching/learning objective: exemplary, proficient, close to proficient, and far from proficient. The professional development provider should review the practice profile with the educator-learners, referring to the data and artifacts listed as suggested evidence. It is an important tool for self-monitoring their own implementation because it serves as a reminder of the implementation criteria and is also aligned with the fidelity checklists and the electronic practice profile self-assessment tool. These sources provide data regarding further training or coaching.

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Essential Function		Exemplary Implementation	Proficient	Close to Proficient (Skill is emerging, not yet proficient, coaching recommended)	Far from Proficient (Professional development 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.	<p>When considering the last 12 months, educators strongly agree the following 5 criteria are true of their experience.</p> <ul style="list-style-type: none"> • They have successfully implemented a new instructional strategy or practice learned in training (<i>affective state</i>). • They have received feedback and encouragement regarding the implementation of an instructional strategy or practice learned in training (<i>social persuasion</i>). • They have seen others in their building implement a new instructional strategy or practice learned in training (<i>vicarious experience</i>). • They have collected informal or formal data to indicate they have successfully implemented a new instructional strategy or practice learned in training (<i>mastery experience</i>). • 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 5 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 5 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 5 criteria have been true of their experience.

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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.	<p>When considering the last 12 months, educators strongly agree the following 4 criteria are true of their experience.</p> <ul style="list-style-type: none"> • 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 4 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 4 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 4 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 .	<p>When considering the last 12 months, educators strongly agree they participate in school leadership opportunities through the following 5 criteria.</p> <ul style="list-style-type: none"> • 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 • Work focused on family/community partnerships 	When considering the last 12 months, educators mostly agree the 5 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 5 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 5 criteria have been true of their experience.

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4	District/Building leaders establish a climate that values teacher voice in decision making.	<p>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.</p> <ul style="list-style-type: none"> • 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 • 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.	<p>When considering the last 12 months, educators strongly agree the following 6 criteria are true of their teams' experience using collaborative inquiry.</p> <ul style="list-style-type: none"> • 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 • Improves teachers' understanding and teaching practices 	When considering the last 12 months, educators mostly agree the 6 criteria are true of their experience.	When considering the last 12 months, educators agree some of the 6 criteria are true of their experience.	When considering the last 12 months, educators disagree any of 6 criteria have been true of their experience.