**Collective Teacher Efficacy (CTE)**

**Pre/Post-Knowledge Check**

|  |  |  |  |
| --- | --- | --- | --- |
| District: |  | School: |  |

The pre/post-knowledge check provided with this module can be used to measure the gains made in participants’ knowledge of the training content. It can also be used to guide the trainer in knowing which concepts were taught well and which concepts need additional time and/or revision in delivery. The answer key starts on a fresh page after the final question.

**NOTE:** The questions within this pre/post-knowledge check have different direction stems that are bolded and interspersed among the questions as appropriate. Please make sure to refer to the appropriate question stem when responding to questions in this assessment.

**Direction stem for questions 1 to 3**

**For each scenario, does the action taken by the school/district leader(s) provide an opportunity for teachers to experience 1 of the 4 sources of efficacy (e.g., mastery experience, vicarious experience, social persuasion, and affective state)? Mark yes or no.**

1. Westwood Elementary’s professional learning is focused on developing student’s metacognitive skills. Principal Jenkins sent the third-grade team an email stating how impressed he was with the way he had seen them modeling the strategy of “think alouds“ with their students.

Yes

No

1. Principal Brach developed a “Teachers Toolkit” and reviewed the expectations for lesson plans, curriculum, protocols, and a yearly timeline at the first staff meeting of the year.

Yes

No

1. The instructional coach and seventh-grade team have collaboratively reviewed their CFA data and are celebrating their successes. At the next staff meeting, the teachers will share and discuss the new instructional strategies they learned that have made such an impact.

Yes

No

**Direction stem for questions 4 to 10**

**For each scenario, is there an opportunity for the development of CTE through 1 of the 4 CTE development strategies (e.g., Collaboration and Social Networks, Teacher Leadership, Teacher Voice in Decision Making, or Collaborative Teacher Inquiry)? Mark yes or no.**

1. Principal Garcia hired a full-time substitute to enable special education teachers to meet with core content area teams three times a week for reviewing and analyzing student data.

Yes

No

1. Vice Principal Smith plans all the professional development for West High School. He alone schedules professionals to come to the school each month to facilitate all staff training on instructional practices.

Yes

No

1. Jackson Elementary School purchases new textbooks on a three-year rotational basis. The administrative team meets at the end of each school year to review sample textbooks, reflect on the needs of their students, and make a decision about which books to purchase. Instructional coaches submit suggestions regarding text preferences prior to these meetings.

Yes

No

1. School leaders at Grove Elementary gather input from teachers through a survey. They ask teachers about the effective instructional practices and teaching strategies they are implementing or have seen their colleagues implement. The survey data is then used to seek teacher volunteers to share their expertise and successes at staff professional development sessions.

Yes

No

1. Each August, a group of teachers volunteer to meet with Principal Sisk to develop a master schedule for their upcoming school year. Their ideas are shared, discussed, and used to collaboratively draft two different master schedules. The schedules are then shared with the entire staff and voted on.

Yes

No

1. Special education teachers at Adams School District have agreed to individually look more closely at student evidence so they can identify the common errors students are making in math. They will each identify their own research-based strategies to use in improving their instruction.

Yes

No

1. Teachers at Washington Middle School participated in professional learning to gain knowledge about the stages of the collaborative teacher inquiry process. Content alike teams plan meetings each month to engage in action research and develop a plan to address the student learning needs and instructional gaps their data has identified.

Yes

No

**Collective Teacher Efficacy (CTE)**

**Pre/Post-Knowledge Check KEY**

|  |  |  |  |
| --- | --- | --- | --- |
| District: |  | School: |  |

1. Westwood Elementary’s professional learning is focused on developing student’s metacognitive skills. Principal Jenkins sent the third-grade team an email stating how impressed he was with the way he had seen them modeling the strategy of “think alouds“ with their students.

**Yes**

No

The positive feedback provided by the principal promoted an affective state and provided social persuasion, both excellent sources of efficacy.

1. Principal Brach developed a “Teachers Toolkit” and reviewed the expectations for lesson plans, curriculum, protocols, and a yearly timeline at the first staff meeting of the year.

Yes

**No**

The toolkit may be helpful, however, without input from teachers it doesn’t provide an opportunity for teachers to actually experience a source of efficacy.

1. The instructional coach and seventh-grade team have collaboratively reviewed their CFA data and are celebrating their successes. At the next staff meeting, the teachers will share and discuss the new instructional strategies they learned that have made such an impact.

**Yes**

No

Teachers were provided ways to experience three sources of efficacy: positive affective state, social persuasion, and mastery experience.

**Direction stem for questions 4 to 10**

**For each scenario, is there an opportunity for the development of CTE through 1 of the 4 CTE development strategies (e.g., Collaboration and Social Networks, Teacher Leadership, Teacher Voice in Decision Making, or Collaborative Teacher Inquiry)? Mark yes or no.**

1. Principal Garcia hired a full-time substitute to enable special education teachers to meet with core content area teams three times a week for reviewing and analyzing student data.

**Yes**

No

The action taken by the principal enabled educators to increase the density of collaborative networks to improve professional practice, enhancing Collective Teacher Efficacy.

1. Vice Principal Smith plans all the professional development for West High School. He alone schedules professionals to come to the school each month to facilitate all staff training on instructional practices.

Yes

**No**

Teachers themselves must take an active role in planning and facilitating professional development in order for Collective Teacher Efficacy to be built through leadership roles.

1. Jackson Elementary School purchases new textbooks on a three-year rotational basis. The administrative team meets at the end of each school year to review sample textbooks, reflect on the needs of their students, and make decisions about which books to purchase. Instructional coaches submit suggestions regarding text preferences prior to these meetings.

Yes

**No**

To establish a school climate that values teacher voice in decision making, educators must have opportunities to share their ideas and expertise rather than having leadership alone involved.

1. School leaders at Grove Elementary gather input from teachers through a survey. They ask teachers about the effective instructional practices and teaching strategies they are implementing or have seen their colleagues implement. The survey data is then used to seek teacher volunteers to share their expertise and successes at staff professional development sessions.

**Yes**

No

Facilitating professional development opportunities helps to empower teachers and supports the growth of teacher leadership skills.

1. Each August, a group of teachers volunteer to meet with principal Sisk to develop a master schedule for their upcoming school year. Their ideas are shared, discussed, and used to collaboratively draft two different master schedules. The schedules are then shared with the entire staff and voted on.

**Yes**

No

When school leaders elicit and value teacher input for important decision-making, Collective Teacher Efficacy is built.

1. Special education teachers at Adams School District have agreed to individually look more closely at student evidence so they can identify the common errors students are making in math. They will each identify their own research-based strategies to use in improving their instruction.

Yes

**No**

Collective Teacher Efficacy is built through Collaborative Teams when teachers work together collectively as a team rather than working individually to address compelling instructional problems.

1. Teachers at Washington Middle School participated in professional learning to gain knowledge about the stages of the collaborative teacher inquiry process. Content alike teams plan meetings each month to engage in action research and develop a plan to address the student learning needs and instructional gaps their data has identified.

**Yes**

No

Collaborative Teacher Inquiry is an excellent way to build Collective Teacher Efficacy. It is promoted through common team time, action research, and the development of a plan to address student needs.