



Academics – Tier 1: New Team Professional Learning

VTSS Tiered Fidelity Inventory
1.10, 1.7a, 1.7b

Goldfish

Isolation and full-time teaching in a virtual world

Academic TFI 1.10

Collective Teacher Efficacy

Leaders and staff support a system of collective teacher efficacy around effective practices including: (a) teacher voice; (b) goal consensus around student achievement; and (c) knowledge of each other's work.

Evidence:

minutes

planning schedule

meeting agendas

Team meeting

Collaborative

Faculty

PLC minutes

Academic TFI 1.10

Collective Teacher Efficacy

Learning Intention

Understand the system of support needed to build collective teacher efficacy around effective practices including: teacher voice; goal consensus around student achievement and knowledge of each other's work

Success Criteria

I can build a system of collective teacher efficacy around effective practices including: teacher voice; goal consensus around student achievement and knowledge of each other's work.

Reference

Collective Efficacy: How Educator's Beliefs Impact Student Learning

Jenni Donohoo

In a School WITH Collective Efficacy...

- students are held to high expectations.
- the focus is on student learning.
- teachers evaluate their practices and the effect on student outcomes.

In a School WITHOUT Collective Efficacy...

- failure is the fault of the students.
- challenging students are being excluded.
- stress runs rampant.

Six Enabling Conditions for Collective Teacher Efficacy

- **Advanced Teacher Influence**
- **Goal Consensus**
- **Teachers' knowledge about one another's work**
- Cohesive staff
- Responsiveness of leadership
- Effective systems of intervention

Source: Donohoo, 2017

1. Advanced Teacher Influence

- Teachers assume leadership roles
- Teachers have opportunities to participate in school decision-making

Advanced Teacher Influence

- Faculty Meetings (example)
 - Examine data to identify trends across grade levels
 - What could be worked on as a school?
- Shared decision making

2. Goal Consensus

- Staff reaches clarity and consensus on what goals to set
- Staff is involved in setting, communicating, and monitoring learning goals and expectations

Goal Consensus (cont'd.)

- Example: goals around attendance
 - Teachers set goals
 - Students set goals
 - Teacher and student attendance
 - How will we get there?



3. Teachers' Knowledge About One Another's Work

Opportunities:

- Peer observation/Non-evaluative data collection
- Videotaping
- Developing common assessments
- Sharing teaching practices and student work
- Visit grade levels above and below (vertical alignment)

Working Together

Time Matters: Teacher Collaboration for Learning and Leading

Administrators

- Create collaboration opportunities to share skills and experience
- Interpret data and give teachers feedback

Academic TFI 1.7a

Professional Learning

A **written process** is used to provide professional learning for faculty/staff on all quality core instructional and assessment practices

Evidence:

- Professional learning calendar
- Teacher handbook
- Embedded professional learning plan

Academic TFI 1.7a

Professional Learning

Learning Intention

Understand the need and use of a written process used to provide professional learning for faculty/staff on quality core instructional and assessment practices

Success criteria

I can develop and execute a plan for professional learning needs based on data.

Professional Learning is...

- A process of continuous improvement
- Focused on achieving learning goals
- Not an event defined by a predetermined number of hours



Academic TFI 1.7b

Coaching

Staff receive coaching in the planning, teaching and assessment of the academic curricula.

Evidence:

Coaching plans

Coaching schedule

Peer observation schedule

Academic TFI 1.7b

Coaching

Learning Intention

Differentiate staff coaching needs in planning, teaching and assessment of the academic curricula.

Success Criteria

I can develop a coaching plan for staff needs based on data.

Coaching

Systems:

conditions that support individual skill development

- supervision/support of coaching within the building
- allocation of time /resources
- link to student outcomes
- link to staff satisfaction, teacher efficacy and teacher retention

Practices: the technical skill set required to impact individual performance

- Content Fluency
- Data Collection
- Performance Feedback
- Soft Skills

Data: information required to guide skill development process

- Self Assessment
- Fidelity Checks
- Performance Feedback
- Student Outcomes

Coaches can provide...

- Learning opportunities
- Resources
- Demonstrations of practices
- Specific, personalized guidance
- Peer support groups
- Study groups
- Peer observation
- Co-teaching
- Extended support



Collective Efficacy in Action

Time Matters: Teacher Collaboration for Learning and Leading

Peer Coaches

- Reflect on current practices
- Expand, refine, and build new skills
- Problem solve
- Share ideas

Formal Peer Coaching Activities

- Co-planning a lesson
- Co-teaching a lesson
- Expert advising/mentor
- Preconference, observation, post conference
- Formative Assessment
 - #4: activating peers as learning resources for one another

Informal Peer Coaching Activities

- Problem solving
- Study groups
- Materials development
- Video reflection
- Sharing teaching practices

Creating a Coaching Plan

- Coaching Concept or Skills
- Data that indicates a need
- Mechanism for Initial Instruction
- Coaching Supports
- Coaching Frequency/Schedule
- Coach Preparation
- Mechanisms to Provide Feedback
- Timeline for Written Feedback
- Coaching Effectiveness Measure

References

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