

Collective Teacher Educator Efficacy for Utilizing HQIM to Prepare K-12 Students and Preservice Teachers

What is collective teacher educator efficacy (CTEE)?

Collective teacher efficacy is a marker of the level of shared efficacy among teachers within a collective (e.g., school). *Collective efficacy theory* and its measurement shift focus from individual teachers' perceptions of their own efficacy (self-efficacy) to a focus on their perceptions of their collective capacity to influence student achievement.

Just as teachers can shift their focus to their collective efficacy, teacher educators (including teacher preparation program faculty and district-based staff such as mentor teachers) can attend to their collective capacity to promote the development of effective teacher candidates. By focusing on *collective teacher educator efficacy (CTEE)*, teacher preparation programs (TPPs) and K-12 districts can foster mutually beneficial partnerships that support effective, aligned learning opportunities for teacher candidates across their coursework and clinical field experiences.

As states and districts increasingly implement high-quality instructional materials (HQIM), districts and TPPs have a shared responsibility to ensure that teacher candidates are prepared to use the materials adopted by partner districts skillfully. This requires that TPP and district partners collaborate closely to develop aligned learning experiences in candidates' coursework. The initial step toward achieving such alignment often begins with asking key questions that can serve as both a foundation for reflection and a launching point for collective action. A focus on CTEE can enhance TPP and district partners' ability to build candidates' abilities to utilize HQIM to ensure students have access to rigorous grade-level instruction.

What is this resource, and who is it for?

This resource contains two parts:

- The [Framework for Promoting Collective Teacher Educator Efficacy \(CTEE\) for Utilizing HQIM Framework](#) outlines four key areas and aligned practices that TPPs and district partners can focus on to promote collective teacher educator efficacy for supporting candidates' skillful use of HQIM. This resource also includes a set of prompts

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for TPP and districts that can discuss throughout their partnership to set goals, self-assess their collective efficacy, and track partnership progress.

- The [Collective Teacher Educator Efficacy \(CTEE\) for Utilizing HQIM Scale](#) is a tool that TPPs and district partners can use to self-assess enabling conditions for strong partnerships grounded in CTEE. Partners can use this tool to identify areas of strength, set goals for improvement, and track progress toward these goals.

These resources are intended for math teacher educators (including school mentor teachers, district staff, and TPP faculty and staff) to build their shared understanding of the conditions that enable CTEE. TPP and district leaders can use these resources to nurture CTEE and to identify areas of strength and opportunities for improvement. With these descriptions and instruments, K-12 and teacher preparation program leaders can begin the journey of cultivating CTEE within their partnership.

Part 1: Framework for Promoting Collective Teacher Educator Efficacy (CTEE) for Utilizing HQIM

As the instructional landscape is undergoing significant change around curriculum selection and implementation in PK-12 settings, it is increasingly crucial for educator preparation programs (TPPs) to align their programs with the curricular realities of their partner districts. The initial step toward achieving such alignment often begins with asking key questions that can serve as both a foundation for reflection and a launching point for collective action.

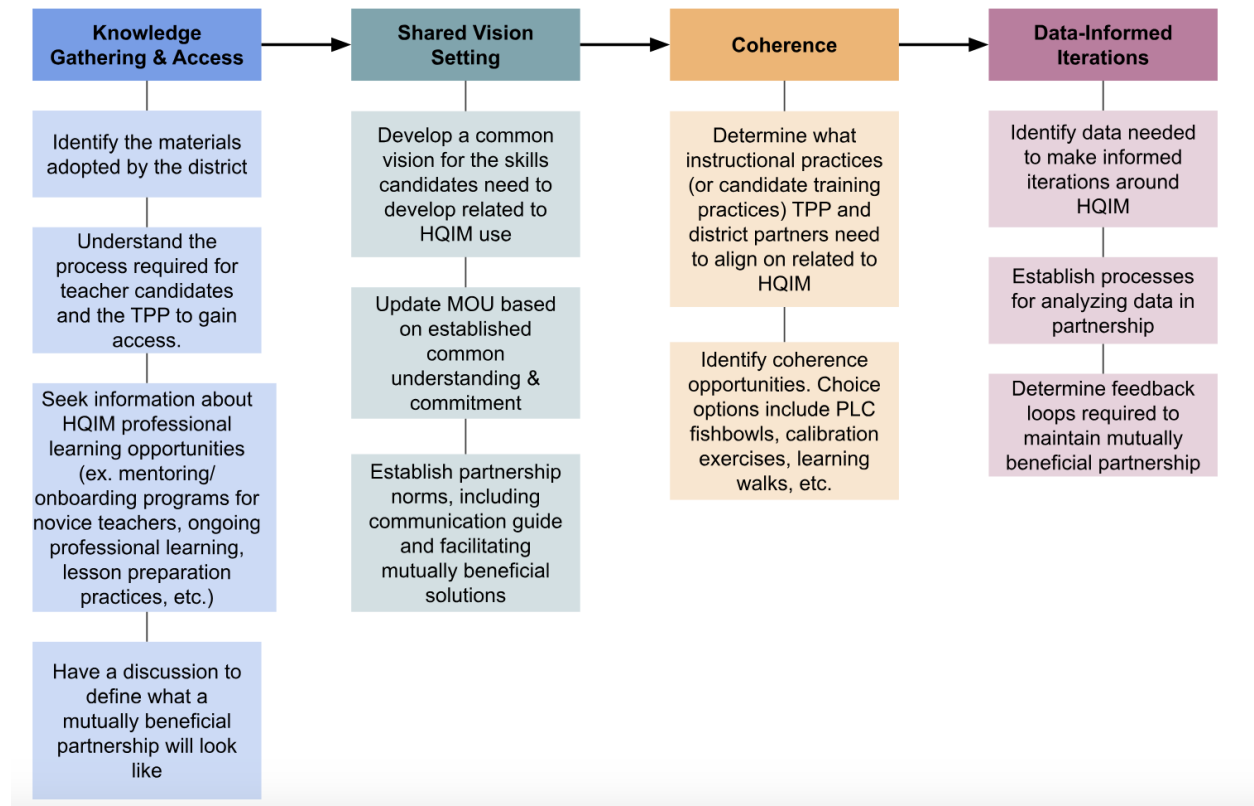
This framework (**Figure 1**) outlines four key areas and aligned practices that TPPs and district partners should partner in to promote collective teacher educator efficacy for utilizing HQIM. These areas include:

- **Knowledge Gathering and Access:** The TPP and district partner share information and align on the district's HQIM use and needs.
- **Shared Vision Setting:** The TPP and district partner develop a shared vision for candidate curriculum literacy and develop partnership norms and practices.
- **Coherence:** Align candidate training and professional learning tools and practices around HQIM.
- **Data-Informed Iterations:** Develop plans to collaboratively collect and analyze data related to the partnership, including data around candidate HQIM skill development.

Following **Figure 1** are questions TPPs and district partners can use to facilitate discussions about how they can work together to attend to the intersections of teacher education practice and PK-12 curriculum practice to enhance future teachers' Day 1 readiness and improve teacher retention and PK-12 student achievement. The discussion that results from this tool should ultimately catalyze deepening the partnership and promoting more effective candidate preparation that is responsive to local PK-12 systems.

Figure 1

Framework for Promoting Collective Teacher Educator Efficacy for Utilizing HQIM



Questions for Districts and TPPs to Discuss when Establishing Mutually Beneficial Partnerships

Below, you will find questions that K-12 districts and TPPs might discuss throughout their partnership to **set goals, self-assess their collective efficacy, and track their progress.**

District-Facing Questions

- What is the district’s vision and approach related to selecting and implementing high-quality instructional materials?
- From the district’s perspective, what characteristics define high-quality instructional materials? What does it look like in action in real classrooms?
- Does the district have a specific definition or criteria for determining high-quality instructional materials?
- What instructional materials does the district currently use for various subject areas and grade levels?

- How would you describe the quality of the instructional materials that are adopted and used in the district?
- Who was involved in the selection of these instructional materials?
- What did the process for selection entail?
- How does the district support teachers in implementing these instructional materials effectively? What professional learning opportunities are available?
- What guidelines are in place for how teachers should utilize adopted instructional materials in classrooms?
- What flexibility do teachers have in adapting adopted instructional materials to meet the needs of their students?
- What opportunities are provided for teachers to focus on lesson internalization for effective execution of the adopted materials?
- What should teacher candidates know and be able to do regarding instructional materials use in the district? How can the TPP better prepare candidates for the curriculum expectations they will encounter in the district's schools?
- What opportunities exist for the TPP to integrate district-specific instructional materials as teaching tools within coursework to achieve the following objectives:
 - Exposing candidates to the district's curricular expectations
 - Nurturing their ability to become critical and effective users of PK-12 curricula, especially regarding distinguishing between high- and low-quality materials
 - Supporting them in developing and implementing instructional plans based on district-specific materials?

TPP-Facing Questions

- What will field experiences look like (i.e. student teaching, residency, internships)?
- What is the TPP's vision for lesson preparation and how are programs cultivating candidate capacity in this area?
- How does the TPP's approach to lesson preparation align with the curricular expectations in district partners' schools?
- From the TPP's perspective, what constitutes high-quality instructional materials, and how do the programs support candidates in accessing, planning, and assessing these materials?

- In what ways, if at all, are faculty using district-specific curricula and materials as teaching tools within coursework to achieve the following objectives:
 - Exposing candidates to the district’s curricular realities
 - Nurturing their ability to become critical and effective users of PK-12 instructional materials, especially regarding distinguishing between high- and low-quality materials
 - Supporting them in developing and implementing instructional plans based on district-specific instructional materials?
- How familiar are faculty with the instructional materials adopted and utilized in the partner district?

District- and TPP-Facing Questions

- What opportunities exist for us - both the TPP and district partner - to collectively enhance our understanding of high-quality instructional materials and the curriculum literacy competencies required of future and current teachers?
- What opportunities can we, the TPP and district partner, collectively create for candidates to see models of expert educator’s plan and deliver instruction using HQIM?

Part 2: Collective Teacher Educator Efficacy (CTEE) for Utilizing HQIM Scale

Below (**Table 1**), you will find a series of statements that members of TPP/district partnerships (e.g., mentor teachers, clinical supervisors and other TPP faculty) can use to self-assess the strength of the enabling conditions for teacher educator efficacy (CTEE) in their partnership. TPPs and district partners can use the results of this self-assessment to measure baseline conditions, identify areas of strength, set goals for improvement and track progress over time.

To use this tool, TPP and district partners should individually rate their level of agreement with each statement (1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree). Trends and averages in partner responses can then serve as the foundation of partners' discussions aimed at reflecting on the strength of CTEE in the partnership and setting goals for continuous improvement.

Table 1

Enabling Conditions	Related Questions
Empowered Teacher Educators	All teacher educators in our professional learning community are entrusted to make important decisions about the instructional materials used to prepare K-12 students and preservice teachers
	All teacher educators in our professional learning community are provided authentic leadership opportunities
	All teacher educators in our professional learning community have a voice in matters related to the instructional materials used to prepare K-12 students and preservice teachers
	The ideas and expertise of all teacher educators in our professional learning community are valued
Embedded Reflective Practices	Leaders of our professional learning community regularly acknowledge the accomplishments of individuals and the group as a whole

	<p>All teacher educators in our professional learning community continually re-examine the extent to which teaching practices support the learning of K-12 students and preservice teachers</p>
	<p>All teacher educators in our professional learning community examine multiple sources of evidence when considering K-12 student and preservice teacher progress and achievement over time</p>
	<p>All teacher educators in our professional learning community regularly seek feedback from K-12 students and preservice teachers and use it to adjust their instruction</p>
Cohesive Teacher Knowledge	<p>All teacher educators in our professional learning community hold shared beliefs about instructional materials that are most effective for K-12 students and preservice teachers' learning</p>
	<p>All teacher educators in our professional learning community agree about what constitutes effective classroom instruction</p>
	<p>All teacher educators in our professional learning community agree about assessment strategies that are the most impactful</p>
Goal Consensus	<p>Improvement goals are established and understood by all teacher educators in our professional learning community</p>
	<p>Our professional learning community's improvement goals are realistic</p>
	<p>There is a process in place for all teacher educators in our professional learning community to collaborate when setting improvement goals</p>
	<p>Our professional learning community's improvement goals are clear and specific</p>
Supportive Leadership	<p>Leaders of our professional learning community support us to effectively internalize and implement instructional materials</p>
	<p>Leaders of our professional learning community show concern for teacher educators and preservice teachers</p>
	<p>Leaders of our professional learning community protect teacher educators and preservice teachers from issues that might distract the focus from learning and teaching</p>

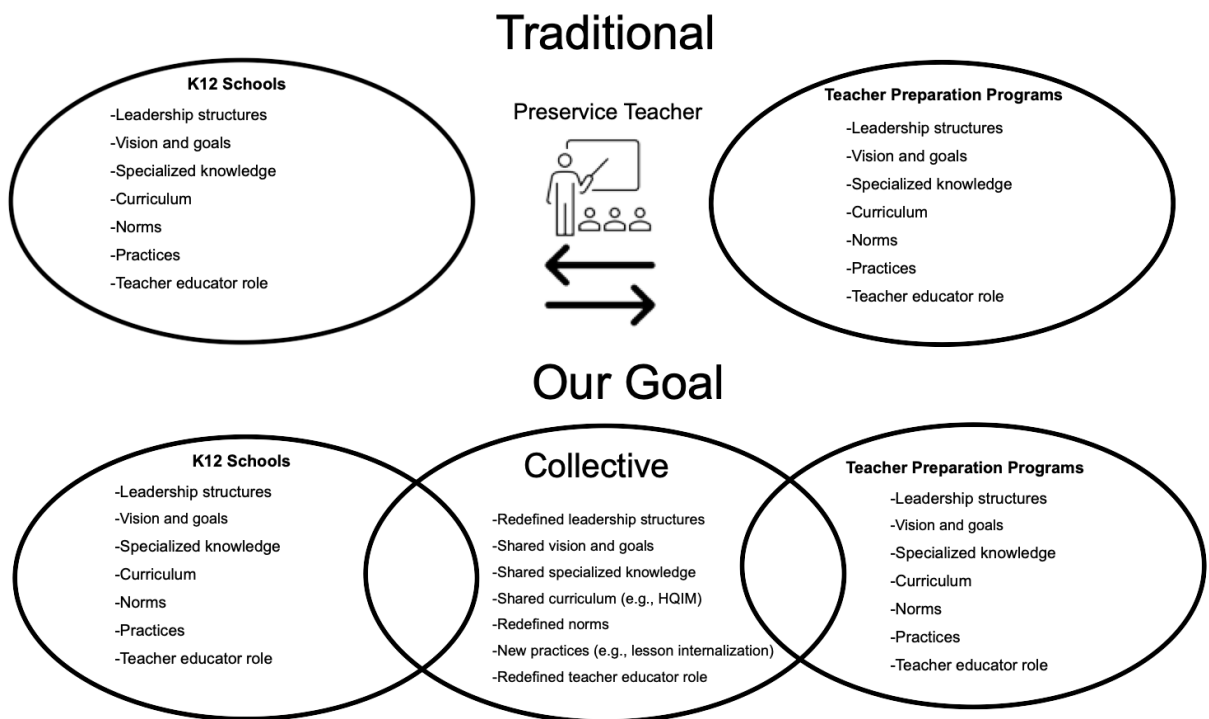
¹Likert Scale: 1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5= Agree, 6=Strongly Agree

Appendix: Collective Teacher Educator Efficacy (CTEE) Theory and Research

While future teachers are traditionally educated and trained in both K-12 and teacher preparation program settings, these settings have distinct leadership structures, vision and goals, specialized knowledge, curriculum, norms, practices, and how they define the role of teacher educators in their contexts (see **Figure 2**).

Figure 2

Differing Spaces for Teacher Preparation



This often poses challenges to preservice teachers who are placed into a hybrid TPP and district-based learning space, where they are exposed to different goals, norms, and practices. For preservice teachers to develop their curriculum literacy, teacher educators from TPPs and districts must work together to align resources, strategies, and protocols used in TPP-based coursework and district-based field experiences. This alignment will require academic leaders and teacher educators in TPPs and districts to redefine leadership structures (e.g., PLC leaders vs K12 or TPP leaders may be different), define a shared vision and goals, leverage and share specialized knowledge of both contexts, share and integrate HQIM in both coursework and clinical experiences, define new norms for collaboration, develop and adopt shared practices

(e.g., lesson internalization protocols) for this work, and even redefine the role of teacher educators for this new hybrid collective space that they are entering (e.g., the role of teacher educator in TPPs might include research requirements in this hybrid space it might not).

The tools in this resource are adapted from and based on Donohoo, O’Leary, & Hattie’s (2020) framework for their collective teacher efficacy scale (**Figure 3**) and Anderson and colleagues’ (2023) adjusted framework for enabling conditions for collective teacher efficacy scale (**Figure 4**).

Figure 3

Conceptual Framework: Leading for Collective Teacher Efficacy (Donohoo et al., 2020)

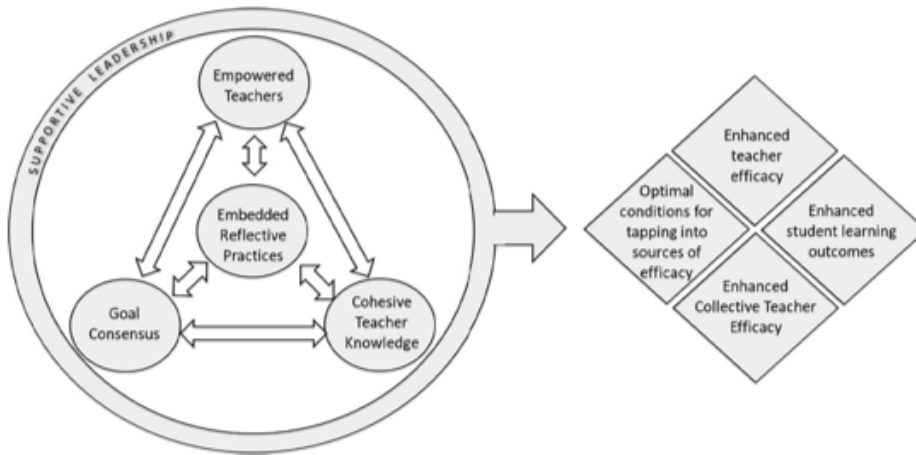
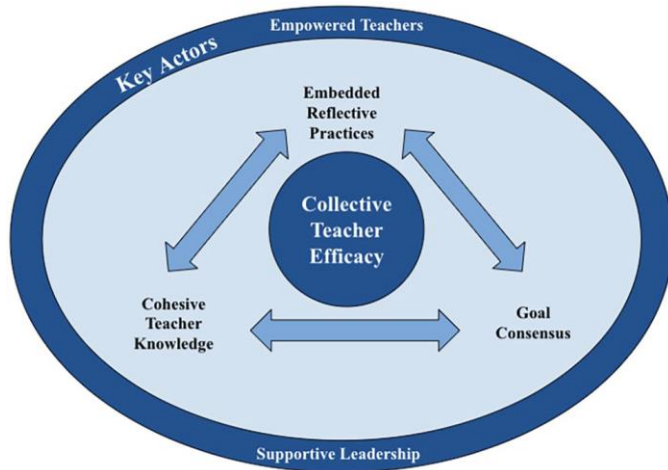


Figure 4

Adjusted Framework for Enabling Conditions for Collective Teacher Efficacy Scale (Anderson et al., 2023)



Definitions Adapted for Collective Teacher Educator Efficacy

Empowered Teachers: the collective evidence of teacher educator leadership and influence within the TPP district partnership.

Embedded Reflective Practices: the processes by which TPP and district partners work together to examine sources of K12 student and preservice teacher evidence to help inform their work.

Cohesive Teacher Knowledge: teacher educators' knowledge about each other's practice and the extent to which teachers agree about what constitutes sound pedagogy.

Goal Consensus: the knowledge about shared goals and the processes in place for establishing goals within the TPP and district partnership

Supportive Leadership: the perception that TPP and district leaders buffer teacher educators from distractions and recognize of individual and team accomplishments.

References

Anderson, C. M., Summers, K. H., Kopatich, R. D., & Dwyer, W. B. (2023). Collective teacher efficacy and its enabling conditions: A proposed framework for influencing collective efficacy in schools. *AERA Open*, 9, <https://doi.org/10.1177/23328584231175060>

Donohoo, O'Leary, T., Hattie, J. (2020). The design and validation of the enabling conditions for collective teacher efficacy scale (EC-CTES). *Journal of Professional Capital and Community*, 5(2), 147-166. <https://doi.org/10.1108/JPCC-08-2019-0020>