



Great Public Schools for Every Student

Collaboration Between Colleagues

Educator collaborates with others to expand their content knowledge to keep up with changes in the discipline, make academic language accessible to students, and develop learners' abilities to independently engage in and evaluate their work.

Key Method

The educator shares content-related practices with colleagues and uses observation, coaching, and feedback to improve their teaching and student understanding. The educator interacts with colleagues across the globe to build networks of support for their own growth in interdisciplinary learning contexts.

Method Components

Why collaborate?

Educators understand that collaboration with other educators is a key component in effective teaching and learning. They utilize resources in their schools such as specialists, experienced colleagues, and educators in other disciplinary areas to learn and grow as an educator and to create learning experiences that engage learners in working with interdisciplinary themes. They also understand that interacting with educators across the globe in ways such as using Twitter, edCommunities, etc., will help them to build networks and grow in their professional learning.

Collaborating with colleagues in your school

Educators should,

- Consult with colleagues on how to anticipate learner's need for explanations and to make academic language accessible to diverse learners.
- Share content-related practices with a "critical friend" (someone who is encouraging and supportive but also provides honest and often candid feedback) and use coaching to improve their practice.
- Collaborate with colleagues to expand his/her repertoire of representations and explanations of content, including perspectives appropriate to learners from different cultures and linguistic backgrounds and with varied interests, prior knowledge, and skill levels.
- Work with colleagues to develop lessons and curriculum units that develop learners' abilities to independently engage in and evaluate their work based on rigorous expectations.
- Try out and use feedback on the use of strategies to scaffold learners' independent use of content area knowledge and processes.
- Observe and debrief with teachers who are experienced in their content areas.

Collaborating with specialists

Educators should:

- Consult with specialists or experienced colleagues to adapt materials and resources for specific learner needs and make further adaptations.
- Co-plan and co-teach with a specialist or experienced teacher to learn a new approach to develop rigorous and relevant learning experiences.

Collaborating with interdisciplinary colleagues

Educators should:

- Work with teams within and across grade levels to compare representations of content and evaluate their effectiveness for learners.
- Collaborate with colleagues in a different discipline to design a problem-based instructional unit, analyze the contributions and limitations of different disciplines for that unit, and assess learning across the unit.
- Form interdisciplinary study groups with colleagues to share resources and debrief practice and to build common strategies to strengthen learner presentation and self-assessment skills.

Collaborating with colleagues across the globe

Educators should

- Interact with colleagues at conferences sponsored by a professional association to learn and apply new developments in content and content pedagogy.
- Observe classrooms or videos of classrooms that model different approaches to learning and debrief practice with colleagues.
- Interact with educators across the globe to build networks of support for their own growth in interdisciplinary learning contexts.
- Engage in collaborative research on ways to support learner creativity through independent and collaborative inquiry projects.

Use digital media tools such as Twitter, EdCommunities, etc., to network and connect with educators around the globe.

Supporting Research

Goddard, Y., & Goddard, R. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877-896.

https://education.illinoisstate.edu/downloads/casei/collaboration_studentachievement.pdf

Rationale: The researchers found that teacher collaboration for school improvement was a significant positive predictor of differences among schools in student achievement.

Lofthouse, R., & Thomas, U. (2017). Concerning collaboration: Teachers' perspectives on working in partnerships to develop teaching practices. *Professional Development in Education*, 43(1), 36-56.

<http://dx.doi.org/10.1080/19415257.2015.1053570>

Rationale: The researchers found that collaboration for the development of the participants' own teaching practices allowed them to engage in more informed decision-making and to construct a shared understanding of the nature of the desired learning outcomes and how they might be achieved in their own contexts.

Zech, L., Gause-Vega, C., Bray, M., Secules, T., & Goldman, S. (2000). Content-based collaborative inquiry: A professional development model for sustaining educational reform. *Educational Psychologist*, 35(3), 207-217.

http://www.gram.edu/sacs/qep/chapter%206/6_21ZechContentbased.pdf

Rationale: Researchers explain how content knowledge is developed through collaborative inquiry that originates in teachers' own classrooms and extends to multiple contexts within the school community.

Resources

Blogs/Articles:

Jones, Lily. (July 18, 2014). *The Power of Teacher Collaboration*. retrieved from:

<https://www.teachingchannel.org/blog/2014/07/18/power-of-teacher-collaboration-nea/>

Leana, Carrie R. (Fall 2011). *The Missing Link in School Reform*. Retrieved from:

https://ssir.org/articles/entry/the_missing_link_in_school_reform

Davis, Jennifer. (September 14, 2015). *Give Teachers Time to Collaborate*. Retrieved from:

<http://www.edweek.org/ew/articles/2015/09/16/give-teachers-time-to-collaborate.html>

Johnson, Ben. (November 30, 2011). *Making the Most Out of Teacher Collaboration*. Retrieved from:

<https://www.edutopia.org/blog/teacher-collaboration-strategies-ben-johnson>

Videos:

Edutopia Blog. (August 24, 2015). *Keeping the Door Open to Collaboration*. Retrieved from:

<https://www.edutopia.org/practice/teacher-collaboration-matching-complementary-strengths>

Parker, Josh. (February 24, 2017). *Transforming Practice Through Coaching*. Retrieved from:

<https://www.teachingchannel.org/videos/coaching-cycle>

Kazimi, Elham and Lomax, Kendra. (May 13, 2016). *Teacher Collaboration...While Teaching!*. Retrieved from:

<https://www.teachingchannel.org/videos/mid-lesson-teacher-collaboration-nsf>

Gray, Kristin. (February 12, 2016). *Creating a Culture of Collaborative Learning*. Retrieved from:

<https://www.teachingchannel.org/videos/build-collaborate-learning-culture>

Tools to Use for Collaboration

Pappas, Christopher. (October 18, 2013). *The 5 Best Free Collaboration Tools for Teachers*. Retrieved from:

<https://elearningindustry.com/the-5-best-free-collaboration-tools-for-teachers>

NEA EdCommunities

<http://www.nea.org/home/edcommunities.html>

Google Drive

www.drive.google.com

Twitter

www.twitter.com

McCrea, Bridget. (June 5, 2013). *8 Free Collaboration Tools for Educators*. Retrieved from:

<https://campustechnology.com/articles/2013/06/05/8-free-collaboration-tools-for-educators.aspx>

How-To Guides

Caskey, Micki M and Carpenter, Jan. (October, 2014). *Building Teacher Collaboration School-Wide*. Retrieved from:

<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/446/Building-Teacher-Collaboration-School-wide.aspx>

Perez, Jason. (January 7, 2015). *Taking the Doors Off the Classroom Through Collaboration*. Retrieved from:

<http://www.hotchalkeducationnetwork.com/collaboration-with-purpose/>

Garmston, Robert J. and Zimmerman, Diane P. (April, 2013). *The Collaborative Compact: Operating Principles Lay the Groundwork for Successful Group Work*. Retrieved from:

<https://learningforward.org/docs/default-source/jsd-april-2013/garmston342.pdf>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score for Parts 1 and 3 (Overview and Reflection) and "Proficient" for each component in Part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

500 word limit

Please answer the following:

- How do you currently collaborate with your grade-level or content-area team? What does it look like and sound like? How often do you meet? Where do you meet? What types of technology tools do you use? Use as much detail as possible to describe what your team collaboration currently is like.
 - Describe what your ideal collaboration would look and sound like. Who would you collaborate with? What would you work to collaborate on? How often would you meet to collaborate? Add details to fully elaborate.
- **Passing:** Completely answers each of the two question bullets using personal examples and supporting evidence that clearly illustrates deliberate intentions for collaboration. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following four artifacts:

Artifact 1: Create a learning log to document evidence of collaboration with colleagues. The log should include

- notes and observations
- a 100-150 word reflection on teaching practices for each entry
- *examples of learning activities:*
 - *Meet with colleagues who teach the same and/or different content to get a wide range of perspectives on their teaching, discuss and observe the strategies implemented in their own teaching, and reflect on student learning.*
 - *Meet with a colleague to discuss teaching strategies and plans for the instruction of a particular content area. Then reflect/take notes on what they heard and integrate into their future lessons. Reflect on how your newly learned knowledge affected student learning.*
 - *Watch videos of other people teaching their content area and reflect on what you see. Then implement one of the newly learned strategies in your teaching and reflect on the impact it made on student learning.*

Sample log template:

Date:

Who I observed (what they teach/context):

What I observed (notes):

Reflection:

Artifact 2: A co-planned lesson with a colleague who is in a different subject or content area. Submit the lesson plan (400-500 word limit).

Artifact 3: A Separate reflection of 300-400 words on the lesson. The reflection should respond to the following

guiding questions:

- Describe the co-planning experience. Was it helpful? Why or why not? Did you learn any new ideas that you may not have thought of on your own? Describe in detail.
- How did the lesson go? Were your students able to meet the predetermined learning objectives? Why or why not?
- Describe what you would do differently (if anything) next time (in terms of collaboration). Would you work with the same colleague or a different one? Explain why.

Artifact 4: An approximately 2-minute video or a 300-400 word written commentary to share knowledge learned from global networks of educators. The video or commentary should include how you expanded your network and what new knowledge was gained from doing so.

null	Proficient	Developing	Basic
Artifact 1: Learning Log	<p>Explicitly describes 3 or more experiences with collaboration between colleagues through observation.</p> <p>Notes about observations are clear and concise, showing evidence of new learning and ideas.</p> <p>Log shows explicit reflection by the educator, and evidence is shown about what the next steps will be to improve their practice and integrate what they observed into future teaching.</p>	<p>Describes less than 3 experiences with collaboration between colleagues through observation.</p> <p>Notes are vague, not specific to what they observed.</p> <p>Log shows such little detail that a clear picture cannot be formed by the evaluator of the observation or reflection process.</p>	<p>Describes 3 experiences with collaboration between colleagues through observation, but pieces of the log are missing or unclear.</p> <p>Notes about observation are included but show moderate amounts of detail and evidence of new learning.</p> <p>Log shows reflection by the educator but little to no evidence is shown about next steps.</p>
Artifact 2: Lesson Plan	<p>Submits a full lesson plan with all components (objective and goals, student contextual information, direct instruction, guided practice, closure, independent practice, required materials and equipment, assessment, and follow-up). Each component is detailed and clear.</p>	<p>Submits a lesson plan with some components (objective and goals, student information, direct instruction, guided practice, closure, independent practice, required materials and equipment, assessment, and follow-up) but not all. Most of the components are detailed and clear.</p>	<p>Submits a lesson plan with all components (objective and goals, student information, direct instruction, guided practice, closure, independent practice, required materials and equipment, assessment, and follow-up). Most or all components are vague or do not give evaluator a clear understanding of what was taught.</p>
Artifact 3: Separate Reflection	<p>Reflection answers all follow-up questions completely and thoroughly.</p>	<p>Reflection does not answer all the follow-up questions.</p> <p>Answers have details that</p>	<p>Reflection does not answer all follow-up questions and the ones that are answered are not complete and</p>

Artifact 4:
Video or Written
Commentary

Answers show thoughtfulness with regard to detail by explicitly describing the co-planning experience and evidence of student learning.

Evaluator can understand what the educator would do differently next time and the reasoning behind the decisions.

Gives at least 3 concrete examples of a network or account joined globally (i.e., a specific Twitter account, an EdCommunities group, or a publication subscribed to).

Explains what was learned from each account using details and specific examples of new knowledge.

Artifact is convincing and would make audience want to try out new accounts/networks.

describe the co-planning experience, with little thoughtfulness.

Evaluator has a limited understanding of what the educator would do differently next time. Reasoning behind decisions or reflections is unclear.

Gives 3 examples of a network or account joined globally. Networks described may be generic (i.e., "Twitter," "EdCommunities").

Explains what was learned from each account using some details.

Artifact is informational but does not necessarily convince an audience to follow a specific network or account.

thorough.

Answers have few to no details about the co-planning experience.

Evaluator has a very limited or no understanding of what the educator would do differently next time. Reasoning behind decisions or reflections is not included.

Gives fewer than 3 examples of a network or account joined globally. Networks described may be generic (i.e., "Twitter," "EdCommunities").

Explains what was learned from each account using minimal or no details.

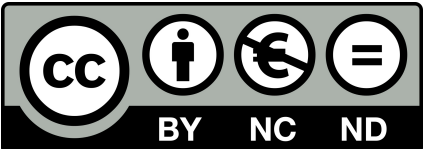
Artifact does not convince an audience to follow a specific network or account.

Reflection

300 word limit

Write a reflection on how your definition of "collaboration with colleagues" has changed. Use specific details from your experience in your reflection.

- **Passing:** Response thoughtfully describes how the educator’s definition of the concept has changed over the time spent completing the micro-credentialing process. Reflection shows growth in what the educator has learned about colleague collaboration. Writing is organized and easy to understand.



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