

TEACHER COLLABORATION FOCUSED ON INSTRUCTION: WHAT MIGHT THAT PROCESS LOOK LIKE?

Steps in the Process

Step 1) Planning: Planning and Preparing to Teach a Lesson(s) or Unit

As a grade level team, we might want to plan a lesson or unit around one or more standards.

Step 2) Doing: Teaching the Lesson(s)...i.e., likely observing *while* teaching

If we planned a lesson as a team, we would each want to try it in the classroom to see how students respond and prepare to discuss what happened with the rest of the team.

Step 3) Analyzing: Analyzing the Effects of the Lesson(s) on Student Learning

When we meet as a team after trying the lesson, we would want to share what happened and determine as a team what seemed to work and what we still need to work on for this standard(s) and the instructional practices we tried.

Step 4) Reflecting: Generating Findings from our Plan-Do-Analyze Cycle

When, as a team, we feel like we have clearly learned important things about teaching this standard(s) we will want to articulate that which we have learned.

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Tasks within Steps

Step 1) Planning: Planning and Preparing to Teach a Lesson(s) or Unit

- a. Identifying standards to work on
- b. Studying the standards
- c. Option: Collecting information on where students are relative to the standard(s)
- d. Planning a lesson(s) or unit
- e. Determining the “look fors” for the lesson (what we’re hoping to see students do)

Step 2) Doing: Teaching the Lesson(s) or Unit...(and observing while teaching)

- a. Observing for the look fors
- b. Working from the plan and improvising as needed

Step 3) Analyzing: Analyzing the Effects of the Lesson(s)/Unit on Student Learning

- a. Sharing what happened when we taught the lesson(s)/unit
- b. Gauging the overall effects of the lesson(s)/unit
- c. Identifying that which worked and the evidence indicating such
- d. Determining what we would do differently next time

Step 4) Reflecting: Generating Findings from our Plan-Do-Analyze Cycle

Determining what we learned about... (one or more of the following:)

- a. the standard(s) (What is it? What does it mean?)
- b. where students are in relationship to the standard(s)
- c. effectively teaching the standard(s)
- d. things we still need to work on and figure out about teaching these standards
- e. collaboratively engaging in the PDAR process

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Guiding Questions for Each Task

Step 1) Planning: Planning and Preparing to Teach a Lesson(s) or Unit

- a. For what relevant standard or set of standards would we like to develop or adapt a lesson or unit to try in the classroom?
- b. What does this standard (or set of standards) mean? How does this standard (or set of standards) develop at grade levels below and above us? How might we articulate this standard (or set) in our own words?
- c. Option: What might our students bring to the study of this standard(s) that we can draw on and build upon? What “available” or easy-to-gather student work or observations can we collect to better gauge student strengths and needs relative to this standard(s)?
- d. What would a lesson(s) or unit look like that would address this standard(s)? How would this lesson(s) or unit breakdown in terms of segments or phases? What specific things might we do within each segment to teach the lesson effectively? (Note: This might be something you develop or adapt from your existing curriculum.)
- e. What are we hoping to observe (look for) segment-by-segment in the students’ participation and/or work that would indicate they are getting it and benefitting from the lesson?

Step 2) Doing: Teaching the Lesson(s) or Unit...(and observing *while* teaching

Observations to try to capture efficiently during or soon after the delivery of the lesson:

- a. What specifically am I observing in student participation and/or written work (look fors) that is helping me gauge the effects of the lesson, segment-by-segment?
- b. To what extent am I able to deliver the lesson as planned, or am I observing things that suggest I should improvise on particular segments of the lesson to better reach my students?

Step 3) Analyzing: Analyzing the Effects of the Lesson(s)/Unit on Student Learning

- a. What actually happened when we each delivered the lesson(s)/unit? To what extent were we able to deliver it as planned, and, if relevant, how and why did we need to improvise based on student responses?
- b. In general, what are the results of the lesson(s)/unit? How did the students do, overall?
- c. What particular segments of the lesson(s)/unit seemed most successful? What did we observe during the lesson(s)/unit or in the student work that suggests that?
- d. What would we do differently with this lesson(s)/unit or this kind of lesson/unit when we do it again?

Step 4) Reflecting: Generating Findings from our Plan-Do-Analyze Cycle

Focus on only those items below that are relevant to your experience; i.e., that you can answer.

- a. What did we learn about the standard(s)? What does this standard(s) actually mean?
- b. Where are our students in relationship to the standard(s)? What do they bring to the study of this standard(s) that we can effectively draw on and build upon?
- c. What did we learn about effectively teaching this standard(s)? In other words, what do we have to do in our teaching to produce the “look fors” we intended to produce?
- d. What questions do we still have about teaching this standard(s)?
- e. What did we learn about collaboratively engaging in the Plan-Do-Analyze-Reflect process?

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The Process in Real Time—Across Meetings

<p>Step 1) Planning: Planning and Preparing to Teach a Lesson(s) or Unit</p> <ul style="list-style-type: none"> a. Identifying standards to work on. b. Studying the standards. c. Option: Collecting information on where students are relative to the standard(s). d. Planning a lesson(s) or unit. e. Determining the “look fors” for the lesson (what we’re hoping to see students do). 	<p>1-2 meetings (with c)</p> <p>1-2 meetings</p>
<p>Step 2) Doing: Teaching the Lesson(s) or Unit...(and observing while teaching)</p> <ul style="list-style-type: none"> a. Observing for the look fors b. Working from the plan and improvising as needed. 	<p><i>Not meeting time, but classroom time.</i></p>
<p>Step 3) Analyzing: Analyzing the Effects of the Lesson(s)/Unit on Student Learning</p> <ul style="list-style-type: none"> a. Sharing what happened when we taught the lesson(s)/Unit. b. Gauging the overall effects of the lesson/Unit. c. Identifying that which worked and the evidence indicating such. d. Determining what we would do differently next time. 	<p>1 meeting</p>
<p>Step 4) Reflecting: Generating Findings from our Plan-Do-Analyze Cycle</p> <p>Determining what we learned about... (one or more of the following):</p> <ul style="list-style-type: none"> a. the standard(s) (What is it? What does it mean?). b. where students are in relationship to the standard(s). c. effectively teaching the standard(s). d. things we still need to work on and figure out about teaching these standards e. collaboratively engaging in the PDAR process 	<p>1 meeting</p>

Note: Assume meetings are about 45-60 minutes long.

One Cycle on the Same Standard(s) and Instructional Practice(s)

1) Plan, 2) Do, 3) Analyze, 4) Reflect

Two Cycles on the Same Standard(s) and Instructional Practice(s)

1) Plan, 2) Do, 3) Analyze, 1) Plan, 2) Do, 3) Analyze, 4) Reflect

Three Cycles on the Same Standard(s) and Instructional Practice(s)

1) Plan, 2) Do, 3) Analyze, 1) Plan, 2) Do, 3) Analyze, 1) Plan, 2) Do, 3) Analyze, 4) Reflect

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The Instructional Leadership Team (ILT) Cycle of Support Debriefing, Training and Planning (one month at a time)

Weeks	Principal Meetings (All principals and necessary support personnel involved in the ILT work within the district or network. Used to plan upcoming ILT meetings)	ILT Meeting (Led by the principal and attended by coaches/other support personnel and all teacher team facilitators. Used to debrief progress of teacher teams, provide training to facilitators and plan upcoming teacher team meetings)	Teacher Team Meetings (Led by the team facilitators and attended by all teacher members, i.e., grade level or department. Used to work on the PDAR process in areas of focus identified by the teacher teams)
Week 1	Meeting		
Week 2		Meeting	Meeting
Week 3			
Week 4			Meeting
Week 5	Meeting		
Week 6		Meeting	Meeting
Week 7			
Week 8			Meeting
Week 9	Meeting		
Week 10		Meeting	Meeting
Week 11			
Week 12			Meeting

The design above illustrates a case where teacher teams are meeting every other week; however, many schools provide time for teams to meet every week.