

<b>Collaborative Practices</b>	
Collaborative planning	<ul style="list-style-type: none"> <li>• Job-embedded vertical PLC's focused on content or idea indentified through a Root Cause Analysis</li> <li>• Grade groups plan together</li> <li>• Planned vertical teaming last hour of every Friday. 2 grade levels meet each Friday with different grades each Friday.</li> <li>• Co-planning and co-teaching lessons</li> <li>• Co-planning course and program design</li> <li>• Grade level teams meet twice a week to collaboratively plan for instruction in reading and math based on student data</li> <li>• Collaborative planning with teachers and coach for a PBL unit. Follow-up reflection/revision</li> <li>• Common on=stronger impact</li> </ul>
Professional reading	<ul style="list-style-type: none"> <li>• Book study by grade levels in PLC's</li> <li>• Book study of common education trends then follow-up with in-depth group discussions</li> <li>• Articles in professional journals—discuss in PLC's</li> <li>• Book study for administrators regarding use of data to drive instruction</li> <li>• Literature book discussion on book students are reading. Gives common topics across subject and in hallways and playground</li> <li>• Book study during this summer using blog</li> <li>• Livebinders to organize and sustain</li> <li>• Faculty Socratic Seminar (texts: primary documents, date, educational articles)</li> <li>• Sharepoint and PLN's</li> <li>• Book studies by school goal function all year long</li> <li>• ASCD SmartBriefs—email articles</li> <li>• Faculty members participate in a summer reading. We discuss the book throughout the year. This occurs at the building and district level</li> <li>• Do a book study through a blog—offer multiple choices of titles</li> <li>• Whole faculty study groups—Lick and Murphy</li> </ul>
Journal reflection	<ul style="list-style-type: none"> <li>• Student conferencing-analyzing-reflecting on practice that produces student results</li> <li>• Pre-service teachers/in-service teacher participate in journal reflection of student teaching and other practicum experiences</li> </ul>
Common formative assessments	<ul style="list-style-type: none"> <li>• Grade groups determine areas of weakness to build an assessment focusing on these areas</li> <li>• Use of teacher-made and off-the-shelf common assessments beginning. Data use emerging to guide planning.</li> <li>• Weak areas determined.</li> <li>• Common assessments are given quarterly and results are discussed—with a plan of attack produced</li> <li>• Identify key assignments to collaborate on criteria for product/outcome and rubric</li> <li>• In anticipation of PARCC assessments, our district is working in collaborative content groups to develop common benchmark assessments built to resemble the tasks released by PARCC and Common Core. We will implement these common formative assessments in Fall 2013.</li> <li>• Subject area teams analyze data from Orchard benchmarks, common</li> </ul>

	<p>core math assessment tasks, common core ELA writing assessments</p> <ul style="list-style-type: none"> <li>• Revisions are needed based on Common Core and PARCC</li> <li>• Teachers have met 4 times this year to develop common nine week assessments. They have also met to analyze data from the assessments to determine needs of students.</li> </ul>
Analyzing student data	<ul style="list-style-type: none"> <li>• District level data coaches facilitate school, cluster, and district level conversations. Coaches train those in school to do the same.</li> <li>• Classroom data walls in every class. Bi-monthly updates in PLC's.</li> <li>• Math and reading coaches organize district common assessments for subject area teams—Data boards.</li> <li>• Curriculum teams analyze common assessment in PLC.</li> <li>• Grade groups analyze student data and work together to get goals</li> <li>• School-wide analysis of student data</li> <li>• Data mining occurs monthly with grade-level teachers, specialists, coaches, and administrators</li> <li>• Plan of attack produced</li> <li>• Sharing data with students to allow them the ability to self-produce results</li> <li>• Developing deeper understanding/ownership of what data means and how to use it to refine and guide instruction</li> <li>• Developed school-wide data team—team meets shares how to use data. Each teacher tracks data in reading and math schoolwide. Uses it to track at-risk groups.</li> <li>• Algebra I PLC—analyze test (prior) data projections, benchmark tests, what worked/didn't work, student growth over the term</li> <li>• We examine student data beginning with the big picture and ending with individual student projections. Results: course recommendations, materials, scopes for instruction</li> <li>• Gathered and trained instructional coaches and administrators on analyzing summative and formative data...focusing on sub-groups. Follow-up following this time with various schools.</li> <li>• Our teachers get together and analyze data by grade group. They take students who are not proficient and work in small groups.</li> </ul>
Peer observations with reflections on best practices	<ul style="list-style-type: none"> <li>• Observe at least one colleague per nine weeks—mixture of same grade/different grade. Complete reflection form to submit and discuss at post-conferences/end-of-year conferences</li> <li>• Focused walk-throughs—a team of heterogeneous teachers visit 1 classroom (pre-arranged visit) to look for evidence/missed opportunities related to a set of guiding questions. *Use subs' planning time to cover a classroom.</li> <li>• Observe 1 teacher in grade level and 1 not in grade level</li> <li>• Observe 1 colleague per semester and complete reflection form</li> <li>• Faculty observation at university in different departments/disciplines</li> <li>• Need this at K-12 and in higher ed!</li> <li>• New teachers are required to do this</li> <li>• Teachers observe others at our school, and at other schools. Reflection forms completed by observing teachers</li> <li>• 3<sup>rd</sup> and 4<sup>th</sup> grade teachers participate in peer observations. After the observation, teachers ask questions and reflect on practices.</li> </ul>
Modeling	<ul style="list-style-type: none"> <li>• Teachers observe weekly (5 minutes) in each others' classrooms and</li> </ul>

	<p>leave a positive post it.</p> <ul style="list-style-type: none"> <li>• During principals’ meetings, district initiatives are modeled</li> <li>• Teachers who are leveled as 4’s and 5’s model lesson for student who are ranked at levels 1,2,3.</li> <li>• Video tape teacher teaching and then conference for feedback</li> <li>• Model writing lessons based on a teachers’ specific questions and concerns with ELA assessments</li> <li>• Common core math coaches model lessons</li> <li>• Model with new math teachers and K-2 reading teachers. Model, observe, and discuss best practices by highly effective teachers</li> <li>• Peer teaching—each semester teachers model a lesson in their grade and their peer in an observation note that reflects on something they learned</li> <li>• Peer modeling subject area—teachers model for other teachers in each others’ classrooms best practices for student learning</li> <li>• I model a lesson in principal meetings by stating the objectives at the beginning. I also outline the agenda of the lesson (meeting) up front and refer to it.</li> <li>• Teachers/coaches model lessons with new reading adoption in spring before implementation</li> <li>• Rubric—what does it look like?</li> </ul>
Lesson study	<ul style="list-style-type: none"> <li>• The Biology Department in my school share students for lesson that they feel a particular teacher has a strength in. They will do this with labs as well. Students swap classroom teachers for the day.</li> <li>• MMSG and HSTW—designing lessons and units of study teaching-observing-revising</li> <li>• Seeing peers teach add strategies that a single teacher may not have thought about/tried</li> </ul>
Coaching	<ul style="list-style-type: none"> <li>• As part of TEAM post-conference</li> <li>• As part of new teacher/mentor team</li> <li>• Instructional coaches, mentoring</li> <li>• Coaching occurs within our beginning and new teacher program</li> <li>• Purposeful questioning to facilitate thought. . . focused on the needs and wants of the coachee</li> <li>• Set up a technology PD for your building. Teachers lead and coach each other.</li> <li>• Quantum Coaches; instructional coordinator</li> <li>• With TEAM, I find myself referring staff to colleagues to help them</li> <li>• Critical part of Stage 1 Teachers in TIGER Model are supported by instructional coaches</li> <li>• Teachers provide new teachers orientation and support throughout the year</li> <li>• Paideia facilitator meets on regular basis with grade/content groups—model best practices and reading strategies</li> <li>• Academic coaches are working at assigned schools—focusing on school goals and individual actions</li> </ul>
Collaborative problem solving	<ul style="list-style-type: none"> <li>• Undergraduate re-design team process</li> <li>• Data teams—SMART goals-data-selecting strategies-actions research-data again</li> <li>• Use data to identify a weakness and then address that concern in a cross-grade level PLC</li> </ul>

	<ul style="list-style-type: none"> <li>• Using tuning protocol to help teachers reflect on a lesson plan and refine</li> <li>• Present “issues” to a group of teachers to allow them to provide possible solutions.</li> </ul>
<p>Learning from student work</p>	<ul style="list-style-type: none"> <li>• Identify students’ strengths/challenges without quantitative scores. Sorting work (papers) in strategy groups. (Future instruction).</li> <li>• CRA’s enable teacher see “how” students are thinking and determine how to modify their teaching strategies.</li> <li>• Praxis Testing—analyzing student work to determine student thinking/process</li> <li>• Peer editing and discussion</li> <li>• All faculty read CRA’s, ELA writing assessments—discuss and plan for instruction</li> <li>• Using simple tuning protocols to look at random samples at team meetings</li> <li>• Teachers take CRA’s and use them to increase student learning my mistakes</li> <li>• Review of student work led to co-teacher experiences with successful teachers</li> </ul>
<p>Examining assessments</p>	<ul style="list-style-type: none"> <li>• Using targeted planning process to create and examine assessments. Team of teachers decide if they got desired results, and then determine next steps</li> <li>• Have younger grade teachers take upper grade TCAP to see the goal/to find weaknesses to concentrate on</li> <li>• All teachers study how the test is written—wording and distractors</li> <li>• Data walls—vertical assessment PLC</li> <li>• What do trends tell us about how we need to adjust instruction?</li> <li>• Lack of teacher understanding!</li> <li>• Creating strategy groups of children based on needs reflected in assessment. Team of teachers works on skills and goal setting with students</li> <li>• Have grades 3-5 administer DIBELS assessments to younge-2 students. Analyze data</li> </ul>