

Purpose

The manner in which school structures operate ultimately influences their overall effectiveness in addressing the needs of students and educators and propelling all students to success. Teacher Collaboration is an essential foundational structure to support high quality instructional practices. Meeting the needs of all students and teachers is intentional, thoughtful work that is best accomplished when teachers have regular and devoted time to receive job-embedded professional development and the opportunity to collaborate with peers around their craft.

What are Teacher Collaborations?

Weekly, job-embedded teacher collaboration led by a skilled facilitator should bring together like groups of teachers to discuss:

- the implementation of high quality instructional materials
- the needs of students and teachers using both student and teacher data/work samples
- how to best meet students’ needs during core instruction, tutoring, and intervention time

Essential Components of Effective Teacher Collaborations

<p>Like Groups</p>	<p>Teacher Collaboration groups should be intentionally scheduled within a school’s master schedule to be job-embedded and occur weekly. Grouping can be up to the individual context of each school based on grade level, grade band, or content area. Some examples include:</p> <ul style="list-style-type: none"> ● Pelican Elementary – K-2, 3-5 Math, 3-5 Science and Social Studies, 3-5 ELA, 6-8 Math, 6-8 Science and Social Studies, 6-8 ELA ● Southlake High School – English I, English II, English III/IV, Algebra I, Business, Art, Foreign Language, Geometry, etc.
<p>Plan</p>	<p>Planning for Teacher Collaborations should be completed by the facilitator and supported by the Instructional Leadership Team. It should include long-term and short-term school goals aligned to current student and teacher needs as well as the actions that will be taken to address needs.</p> <p>Individual Teacher Collaboration meetings should be intentionally planned using an agenda template and center around driving decisions around instruction based on students’ needs.</p>
<p>Dedicated Time</p>	<p>Teacher Collaboration groups should meet weekly at an established day and time for approximately 45-90 minutes.</p>

Organization	Teacher Collaboration meetings should be organized in a way that Includes several key components: <ol style="list-style-type: none">1. Analysis of student and teacher data/work that informs the new learning2. New learning, oftentimes modeled as a best practice, or “chunk” of best practice, that is aligned to current needs.3. Time for teachers to develop (discuss and practice with) the new learning best practice in the context of their own classroom.
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