

Collaboration 2012-2013

Get started; then, get better!

To truly reform American education we must abandon the long standing assumption that the central activity of education is teaching and reorient all policy making and activities around a new benchmark: student learning.

~ Edward Fiske

Four Questions of Collaboration

- What is it we expect students to learn?
- How will we know when they have learned it?
- What will we do when they don't learn?
- How will we respond when they already know it?

What is it we expect students to learn?

- Power Benchmarks
- Common Core Standards
 - > Reading
 - > Math
 - > Literacy in the Technical Areas
 - > Science & Social Studies
- Pacing Guides*

One of the most significant factors that impacts student achievement is that teachers commit to implementing ***a guaranteed and viable curriculum*** to ensure that no matter who teaches a given class, the curriculum will address certain essential content.

Robert Marzano, 2003

How will we know when they have learned it?

- ◎ Common Assessments
 - > Summative
 - > Formative
- ◎ Data analysis
 - > Summative
 - > Formative

Studies have demonstrated that assessment for learning rivals one-on-one tutoring in its effectiveness and that the use of assessment particularly benefits low-achieving students.

~ Stiggins, 2004

What will we do when students don't learn?

- Look at formative assessment results
- Help each other
 - > Share instructional strategies
 - > Develop materials together

The key to improved student achievement was moving beyond an individual teacher looking at his or her classroom data. Instead, it took getting same-grade teacher teams to meet, analyze the results of each interim assessment to understand what concepts in the curriculum were posing difficulty for students, share ideas, figure out the best interventions, and actually follow up in their classrooms.

~ Christman et al, 2009

What will we do when they have already learned it?

- ◉ Look at formative assessment results
- ◉ Help each other
 - > Share instructional strategies
 - > Develop materials together

Products of Collaboration

- ◉ Adoption of Common Core Plans
- ◉ Revised Power Benchmarks
- ◉ Common Formative Assessments
- ◉ Instructional Materials designed for *all* learners
- ◉ Professional Development: Book Study, iTunes U

House-keeping

- Collaboration Notes
- Turn in by the end of the day each Wednesday

Effective Teams...

~ White River School District

Eaker & Keating, 2012

- Follow team norms
- Clarify and add meaning to power standards
- Clarify what standards look like in student work
- Develop and utilize common pacing guides
- Develop common formative assessments
- Develop common scoring rubrics
- Monitor results by collaboratively analyzing student learning
- Connect student learning to appropriate interventions or enrichment
- Work collaboratively to improve their individual instructional practices
- Work collectively to improve team effectiveness
- Improve student learning

An analysis of research conducted over a 35 year period demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.

~ Robert Marzano

Don't
underestimate
your importance,
your talent, or
your impact.