Collaboration between Colleagues

Competency

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 and to promote equitable practices in their classrooms, schools, districts, and communities.

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

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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. Educators also collaborate with colleagues to utilize instructional strategies that accommodate diverse learners.

Collaborating with Colleagues in your School

Educators:

- Consult with colleagues on how to anticipate learners' 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.
- Collaborate to advocate for diversity, equity and cultural competence.

Collaborating with Specialists

Educators:

- Consult with specialists or experienced colleagues to adapt materials and resources for specific learner needs and make further adaptations.

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- 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:

- 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

- 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.g 2

Supporting Rationale and 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 and Articles

The Power of Teacher Collaboration

The Missing Link in School Reform

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[Give Teachers Time to Collaborate](#)

[Making the Most Out of Teacher Collaboration](#)

[A Collaborative Game Plan for Student Equity](#)

Videos:

[Teacher Collaboration: Matching Complementary Strengths](#)

[Transforming Practice Through Coaching](#)

[Teacher Collaboration...While Teaching!](#)

[Creating a Culture of Collaborative Learning](#)

Tools to Use for Collaboration

[The 5 Best Free Collaboration Tools for Teachers](#)

[NEA EdCommunities](#)

[Google Drive](#)

[102 Free (or free to try) Online Collaborative Learning Tools for Teachers and Educators](#)

[Twitter](#)

[8 Free Collaboration Tools for Educators](#)

How-To Guides

[Building Teacher Collaboration School-Wide](#)

[The Collaborative Compact: Operating Principles Lay the Groundwork for Successful Group Work](#)

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Submission Guidelines & Evaluation Criteria

> *To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.*

Part 1. Overview Questions (Provides Context)

(400-500 words)
Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.

Please do not include any information that will make you identifiable to your reviewers.

1. Describe your current level of collaboration. 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? How do you collaborate with your grade-level team or content-area to include a variety of strategies for your diverse learners (English as Second Language Learners, Special Education Students, Gifted Learners, etc.)? Use as much detail as possible to describe what your team collaboration currently is like.
2. Describe what your ideal future collaboration would look like and sound like for all learners, including your diverse learners (English as Second Language, Special Education Students, Gifted Learners, etc. Who would you collaborate with? What would you work to collaborate on? How often would you meet to collaborate?

Passing: Passing: Completely answers each of the two questions 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/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.

Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Learning Log
Create a learning log to document evidence of collaboration with colleagues. The log should include:
- Notes and Observations
- Reflection on teaching practices for each entry (100 word limit each)

Some examples of Learning Activities that can be included in your learning log:

-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:
Date:
Who I observed (what they teach/context):
What I observed (notes):
Reflection:

Artifact 2: Co-planned Lesson
Planned lesson with a colleague in a different subject or content area. Submit the lesson plan (500-word limit) and a reflection 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? How did you differentiate to accommodate your diverse learners?

- Describe what you would do differently next time (in terms of collaboration)? Would you work with the same colleague or a different one? Explain why.

Artifact 3: Video
Create a video approximately 2-minutes long to share knowledge learned from global networks of educators. The video should include how you expanded your network and what new knowledge was gained from doing so.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Learning Log	Explicitly describes 3 or more experiences with collaboration between colleagues through observation. Notes about observations are clear and concise, showing evidence of new learning and ideas. 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.	Describes less than 3 experiences with collaboration between colleagues through observation. Notes are vague, not specific to what they observed. Log shows such little detail that a clear picture cannot be formed by the evaluator of the observation or reflection process.	Describes 3 experiences with collaboration between colleagues through observation, but pieces of the log are missing or unclear. Notes about observation are included but show moderate amounts of detail and evidence of new learning. Log shows reflection by the educator but little to no evidence is shown about next steps.
Artifact 2: Co-planned Lesson	Submits a full lesson plan with all components (objective and goals, student contextual information, direct	Submits a lesson plan with some components (objective and goals, student information, direct instruction,	Submits a lesson plan with all components (objective and goals, student information, direct instruction, guided practice,

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	instruction, guided practice, closure, independent practice, differentiated instruction, required materials and equipment, assessment, and follow-up). Each component is detailed and clear.

Reflection answers all follow-up questions completely and thoroughly.

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. | guided practice, closure, independent practice, required materials and equipment, assessment, and follow-up) but not all. Most of the components that are included are vague or do not give evaluator a clear understanding of what was taught.

Reflection does not answer all the follow-up questions.

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. | closure, independent practice, required materials and equipment, assessment, and follow-up). Some or all components are vague or do not give evaluator a clear understanding of what was taught.

Reflection answers all follow-up questions.

Answers have details that describe the co-planning experience.

Evaluator has a limited understanding of what the educator would do differently next time. Reasoning behind decisions or reflections is unclear. |
| **Artifact 3: Video** | 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). | 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 | 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. |

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	Explains what was learned from each account using details and specific examples of new knowledge. Video is convincing and would make the audience want to try out new accounts/networks.	account using minimal or no details. Video does not convince an audience to follow a specific network or account.	Video is informational but does not necessarily convince an audience to follow a specific network or account.

Part 3 Reflection

(200-300 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

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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