

Tool 7

A Guide for Collaborative Structures

1. Planning and Development of Lessons

- Sharing how students responded the last time the activity, strategy, or model was used.
- Studying student work to decide what to do next (what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate).
- Sharing desired student outcomes (putting the lesson in the context of your class and discussing what you want students to take away from the lesson).
- Reviewing the teacher moves or steps involved in the newly learned strategies that are to be included in the lesson.
- Planning the lesson and completing the planning guide or implementation log.
- Discussing selected materials and why they were used.
- Rehearsing the lesson and making suggestions based on what a partner said she/he wants students to experience during the lesson.

Note: “For weekly collaboration meetings, planning and developing lessons will dominate two to three meetings each month.” Bev Showers, 2003

2. Examining Student Data

- Studying student work to decide what to do next (what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate).
- Reviewing, organizing, or analyzing general school data (such as student demographic data) and student performance data (such as ITBS or Basic Reading Inventory).
- Thinking about and discussing what the data mean for your school, students, curriculum, and instructional plans.
- Using the formative evaluation data to make recommendations to the PD Leadership team to modify the implementation plan as needed.

Note: “Depending on the frequency of student data collection, collaboration teams periodically study student progress and needs in order to adjust implementation plans.” Bev Showers, 2003

Adapted from EF Calhoun, Phoenix Alliance

Tool 7, A Guide for Collaborative Structures, continued

3. Examining Implementation Data

- Collecting, collating, implementation data in a simple format for the entire team.
- Discussing the implementation data and its implications.
- Discussing implementation plans and making recommendations to the PD Leadership team to make modifications based on implementation fidelity (frequency and accuracy of use) and student impact as determined by the group.

4. Problem Solving and Reflection Activities to Use While Learning New Strategies

- Studying student work to decide what to do next (e.g., what outcomes would be most appropriate, what kind of passage to use, what kind of student application activity or activities would be most appropriate).
- Observing a partner using the activity, strategy or model with his/her students.
- Studying a document that describes the attributes of the activity, strategy, or model and deciding what to work on next.
- Working with your students and modeling an activity, strategy, or model.
- Watching a videotape of a partner using the strategy with his or her students.
- Reflecting on what has gone well, what might be improved.

5. Managing Collaboration

- Establishing and disseminating a purpose and an agenda for each meeting (PD leadership team may help set agenda items).
- Recording and sharing minutes.
- Establishing and maintaining team roles. Suggested examples:
 - Team leader who keeps the group focused and on task.
 - Timekeeper who helps with efficient use of time.
 - Recorder who manages the agendas and minutes.
 - Data leader who finalizes the data displays and summaries generated by the team.
- Following ground rules or norms for group member engagement.
- Planning and addressing logistical issues such as setting up teacher planning times, arranging for peer coaching/observation partners, setting time to observe a partner using the activity, strategy or model with his/her students.
- Recording implementation data.
- Deciding when to meet next and what to work on.
- Enjoying working together.