

**Module 8 Split Page Note-Taking: Improving Practice through Collaborating, Coaching, and Consulting
Germanis**

<i>Cues</i> - main ideas, questions, prompts (edit as needed)	<i>Notes</i> - sentences, shorthand, lists, abbreviations
<p>New teacher attrition</p> <p>Signs of burnout</p> <p>Relationship as antidote to burnout</p> <p>Depending on more than teacher-student relationships for development</p> <p>System-wide obstacles to teacher collaboration</p> <p>Reasons for teacher collaboration</p>	<p>Ineffective preparations programs, unsupportive administrators, deficient district supports, classroom behavior, overcritical parents, more workload, more paper documentation, frequent testing.</p> <p>Negative thoughts about effectiveness, trouble sleeping, detachment from colleagues & students.</p> <p>Faulty relationships cause for desire to leave, many new teachers wish they had a closer relationship with colleagues.</p> <p>Maintaining a positive outlook, being resourceful, connecting with students and creating positive relationships</p> <p>Administration and veteran staff who make new teachers feel part of the team.</p> <p>Teacher attrition has a lot to do with qualities of interactions with other teachers, administration and students.</p> <p>Those who rely on the success and spark of students are usually challenged with keeping motivated. Teachers must seek out colleagues who will help maintain positive relationships and work and make teaching worthwhile.</p> <p>Effective teacher collaboration is rare</p> <p>Ideas of separation and isolations pervade schools, commonplace!</p> <p>School culture has not welcomed collaboration because of competitiveness, administration or other school culture issues.</p> <p>Teacher collaboration takes time, administration must help provide a student free work environment.</p> <p>Unsupportive leadership (policy changes, half measures, changing administration)</p> <p>Emphasis on standards and accountability, including student testing (incentivizing teaching and linking to test scores).</p> <p>Above obstacles are reasons to collaborate more (not less).</p> <p>Understanding how to teach students to pass tests or work with challenged students who don't speak English are better helped in collaboration.</p>

<p>Models of teacher collaboration</p>	<p>The following four models of teacher collaboration share these elements: Follow up in classroom, peer-to-peer exchanges, and discussion & analysis.</p>
<p>Professional Circles</p>	<p>Depends on group work theory, positive peer interdependence, principles of adult learning.</p> <p>Gather to overcome isolation and collaborate on goals.</p>
<p>Critical Friends</p>	<p>Four step process: 1) Planning, 2) Beginnings, 3) Working and 4) Closing, with a strong structure, relationship building activities and shared interests. Goals are established and revisited over time. Focused work yet casual teacher talk. Concluded by meeting goals and leaning, a next steps.</p> <p>More focused on student learning, more structured. Solving problems with students and analysis of student work, or other objectives. Presenter brings in an issue, facilitator asks questions and the discussants make comments and suggestions (questions too) to the presenter.</p>
<p>Professional Learning Communities</p>	<p>Similar to critical friends (focus on student learning) timely intervention for struggling students. School wide strategies. Guided by three questions, What do we want each student to learn? How will we know when students have learned it? How will we respond when a student experiences difficulty?</p>
<p>Coaching</p>	<p>Master teacher providing resources, modeling and feedback and comments to newer teachers. Works with teacher one-on-one.</p>
<p>Effective conversations</p>	<p>Knowledge of teaching, prior experience, personality traits to work with school staff.</p> <p>Active listening, experience, prior knowledge, emotional states of participation. Three factor elements:</p> <p>Psychologically safe environment: Increases the likelihood that discussants will explore or be open to new ideas.</p> <p>Clear focus: Analysis of classroom based data (work samples, assessments or other artifacts).</p>
<p>Three Cs</p> <p>Coaching</p> <p>Collaborating</p> <p>Consulting</p>	<p>Differentiate response, from teachers</p> <p>Assumes those who are problem solving are capable. Posing questions, paraphrasing responses, defining a problem and defining some solutions.</p> <p>Assumes coaching phase has identified problem and provided some next</p>

<p>Additional strategies</p> <p>Team meeting agenda items</p> <p>Importance of teacher collaboration</p>	<p>steps. Decide which solutions to test. Inclusive pronouns used.</p> <p>Least often implemented, when neither coaching or collaborating has worked because a skill is missing. One member provides information to help the forward motion of the conversation.</p> <p>Thinking aloud, adopting another point of view, identifying three or more solutions to the problem, linking practices with principles, identify the cause and effect relationships, articulating positive perspectives.</p> <p>Distributed leadership, meeting agenda items revolving around specific items or activity (school goals, exceptional learning, student work, videos of teaching practices, implementing tools from other disciplines, outsiders who will provide feedback.</p> <p>For improving test achievement, others claim school improvement goals, yet others, professional benefits for teachers themselves.</p> <p>Overall, teachers work together and have a deeper job satisfaction.</p>
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Brief Summary

Specifically, new teachers are more likely to leave the field because they are under supported. Recent research has attributed collaboration and teachers working together to improve the working environment. Teaching is a collective activity, not an isolated or independent task.

The lecture presents information about some tools school districts and teaching teams are currently using to improve the working environment, teacher collaboration and teaching effectiveness. These strategies meet many goals and take on many facets.