Collaborative Learning Cultures:

Communities of Continuous Inquiry and Improvement

Copied from: Presentation given by Chuck Reid at SIM Spring 2011

When meeting as a learning team, our work together …

CRITERIA	BEGINNING	DEVELOPING	INTEGRATING	SUSTAINING
Facilitated	Is guided by ad hoc members of the team; involves a few logistical protocols (eg.agenda, meeting schedule)	Is guided by a facilitator who works with the team to establish protocols for ways of working together that are comfortable and productive	Is guided by a facilitator who works with the team to establish protocols and uses processes and strategies that are responsive to team needs	Is guided by a facilitator who shares facilitative responsibilities with the team, to support or refine protocols, processes and strategies in response to team needs
Data/Evidence Informed decision-making	Involves instructional decision-making based on perceptions of what students know and can do (ag. Observations, storytelling)	Involves instructional decision-making based on perceptual (e.g. student interest survey) and summative data (e.g. unit project/test, indicator data)	Involves instructional decision-making based on analysis of student profiles (e.g. student interests and preferences, markbook data) as well as formative (e.g. student work, teacher observation of student engagement) and summative data.	Involves instructional decision-making based on analysis of regularly updated student profiles as well as on a range of formative and summative data as appropriate to the task
Alignment	Reflects a variety of unrelated goals for student engagement/ achievement	Is organized around common priorities for student engagement/ Achievement – which do not relate to department/ division or school goals for student achievement	Is organized around common priorities and supports the student engagement/ achievement goals of the department/division or school	Is organized around common priorities and supports the student engagement/ achievement goals of the department/division, school and board

PLAN

	CRITERIA	BEGINNING	DEVELOPING	INTEGRATING	SUSTAINING
ACT/OBSERVE	Professional Development	Involves learning that relates more to individual teacher interest than to the work of the team	Involves learning that supports the goals of the team and is based on specific learning needs of students	Involves ongoing learning (e.g. book study, peer observation, lesson study, coaching, co-assessment of student work) that supports the goals of the team and is based on the specific learning needs of students	Involves ongoing opportunities for ongoing learning that support the goals of the team, is based on the specific learning needs of students and is differentiated to the focus/preference of each teacher on the team
	Collaboration/transfer to practice	Is collaborative, with instructional talk that results in little transfer to or refinement of classroom practice	Is collaborative, with instructional talk that results in some adjustments to classroom practice	Is collaborative, with instructional problem-solving that results in frequent adjustments to classroom practice	Is collaborative, 'joint work' with instructional problem-solving about student learning needs that results in ongoing adjustments to classroom practice
	Shared practice of differentiated instruction	Involves the formal sharing of ideas and opinions around curriculum content and coverage, calendar and student conduct	Involves shared examples of instructional practice e.g. exchange of effective instructional strategies, resources	Involves co-planning, co-assessing and sharing examples of effective instructional practice	Involves joint work: co-planning, co-assessing and co-teaching (i.e. peer observation, team teaching)
REFLECT	Individual and Group Reflection	To determine whether student needs were met and related next steps:			
		Includes self reflection on classroom practice	Includes reflection on classroom practice based on examination of student work and the feedback of others	Includes reflection on classroom practice based on co-assessment of student work and feedback from others	Includes reflection on classroom practice based on co-assessment of student work and feedback from others based on co-teaching

(Some descriptors adapted from J.W. Little(1990), *The Persistence of Privacy,* Teachers College Record and Susan Sather (2009), *Leading Professional Learning Teams,* Corwin Press)