



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

A bulletin for DoDEA Administrators and Educators

Current Events and Happenings on DoDEA's College and Career Ready Innovation

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Provided in this edition of the CCR Bulletin are

two articles on building teacher capacity through effective collaboration practices. The first comes from a PK-5 mathematics instructional systems specialist from the Mediterranean District, with supporting quotations from teachers, and the second speaks more broadly to effective teacher collaborative practices.



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Building Teacher Capacity through Effective Collaboration – Challice Rickard, Elementary Mathematics Instructional Systems Specialist, Mediterranean District

In our district, elementary teachers build capacity by working together to study mathematics teaching and learning in action. Grade-level teams of teachers and I use a process of co-teaching and collaboration to focus on what students are learning and how they are experiencing mathematics in the classroom. This collaboration allows teachers to take a close look at relevant issues of practice through the lens of student learning and offers a rich source of conversation and meaningful learning. Here are three quotes from teachers:

“After the co-teaching, we discussed the lesson and possible extensions. This was where the real magic of working together happened. I came away from the experience with a lot of great ideas and also learned a great deal about myself, my students, and the art of teaching math.”

-Shannon Becker, Bahrain School

“The atmosphere was risk-free and stress-free, which encouraged us (the teachers) to listen carefully to the math-talk among students. We were amazed at how much talking about math that was going on. Students and teachers alike were engaged.”

-Fourth Grade Team, Rota Elementary School

“I personally liked that all the teachers in the grade level were able to watch and participate in a lesson with students at their grade level. It was so powerful and does not happen often. It was also a great time for teachers to practice implementing math conversations and see first-hand how much the students can learn from one another. Also, I think teachers learned that they do not have to do all of the talking/instruction for students to learn and be successful in understanding mathematical concepts.”

-Lachanda Garrison, Rota Elementary School

Not All Collaboration is Created Equal

It is exciting to hear about the powerful collaboration practices developing in the Mediterranean District and truly wonderful to hear about the impact that this is having on student learning. More importantly, it helps us understand that not all collaboration is equal. In fact, research indicates that there are specific collaborative *practices* that are found to be consistently in place in high-achieving school districts and in districts with strong standards implementation. These impactful collaborative tasks are co-creating lessons; analyzing student work; analyzing student assessment data; and co-creating assessments. As DoDEA's CCRS implementation continues, with the addition of grades 6-12 mathematics and ELA/Literacy standards, the lessons about effective collaboration from both research and our grades PK-5 colleagues are certainly ones to remember moving forward. We will be working together to design learning and planning practices for system-wide guidance on effective collaboration practices.

If you would like more information about effective collaboration practices and tasks, the following links are a few quick references. The inclusion of these links does not indicate DoDEA's exclusive endorsement of the individual authors or the organizations and agencies represented.

Structures: <http://www.partnersinschools.org/latest-news/teacher-collaboration-in-practice/>

Culture: <http://www.hotchalkeducationnetwork.com/collaboration-with-purpose/>