



## Teacher Collaborative Routines - *Reflective Practice*

*Teachers observe each other's practice and use data to improve instruction.*

### PRACTICE 10

#### INDICATOR AREA: Frequency of Observation

PREPARATION	GETTING AWARE	Each building provides data on how many teacher-to-teacher observations are occurring within a semester. Determine if the quantity of observations meets the districts' expectation.
	GETTING READY	The district review of schedules identifies possible observation pairings. The district dedicates resources to allow for the practice.
PROGRESS INDICATORS	GETTING STARTED	Teacher-to-teacher observations are taking place once or twice per year with some teachers.
	GETTING BETTER	Teacher-to-teacher observations are taking place monthly with some teachers.
	KEEP IMPROVING	Teacher-to-teacher observations are taking place at least monthly with all teachers participating.

#### RESEARCH REFERENCES FOR THIS INDICATOR:

- Brooks-Long, W. (2012). *Reflective walkthroughs: The impact of the reflective walkthrough protocol on teacher instructional practices and student proficiency trends in an urban public school*. Dissertation. Kean University.
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- Fulton, K., Yoon, I., & Lee, C. (2005). *Induction into learning communities*. National Commission on Teaching and America's Future.
- Kachur, D.S., Stout, J.A., & Edwards, C.L. (2013). *Engaging teachers in classroom walkthroughs*. ASCD.
- Kaufman, T., & Dolci Grimm, E. (2013). *The transparent teacher: Taking charge of your instruction with peer-collected classroom data*. Jossey-Bass
- Papay, J.P., Taylor, E.S., Tyler, J.H. & Laski, M. (2016). *Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data*. National Bureau of Economic Research.
- Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning*. ASCD.

## INDICATOR AREA - Protocols for Observation Focusing on Student Actions

**PREPARATION**

<b>GETTING AWARE</b>	Ask each building to provide the teacher-to-teacher observation protocols used in their building. Determine if the protocols being used meet the districts' criteria. Determine if collected data has resulted in improvement of instructional practices and desired student actions over time.
<b>GETTING READY</b>	The district reviews research-based observation protocols and establishes criteria. Building leadership develops a process for each collaborative team to select or create a protocol that meets the district criteria that addresses 3-4 high priority student actions to focus on.

**PROGRESS INDICATORS**

<b>GETTING STARTED</b>	Teacher-to-teacher observations are taking place with a focus on student actions. Agreed upon norms and protocols are established by each teacher group to guide observation practices.
<b>GETTING BETTER</b>	Teacher-to-teacher observations are taking place with a focus on student actions. Agreed upon protocols are established by all teachers at the building level through collective development and adhered during teacher-to-teacher observations.
<b>KEEP IMPROVING</b>	Teacher-to-teacher observations are taking place using agreed upon protocols established at the building or district level that focus on specific student actions as a result of instruction. Protocols are monitored, reviewed, and revised on a regular basis using the district-established process.

### RESEARCH REFERENCES FOR THIS INDICATOR:

Brooks-Long, W. (2012). *Reflective walkthroughs: The impact of the reflective walkthrough protocol on teacher instructional practices and student proficiency trends in an urban public school*. Dissertation. Kean University.

Drew, S., Phelan, L., Lindsay, K., Carbone, A., Ross, B., Wood, K., Stoney, S., Cottman, C. (2016). Formative observation of teaching: focusing peer assistance on teachers' developmental goals. *Assessment & Evaluation in Higher Education*, 42(6), 914-929.

Fulton, K., Yoon, I., & Lee, C. (2005). *Induction into learning communities*. National Commission on Teaching and America's Future.

Kachur, D.S., Stout, J.A., & Edwards, C.L. (2013). *Engaging teachers in classroom walkthroughs*. ASCD.

Kaufman, T., & Dolci Grimm, E. (2013). *The transparent teacher: Taking charge of your instruction with peer-collected classroom data*. Jossey-Bass.

Ning, H. K., Lee, D., & Lee, W. O. (2015). Relationships between teacher value orientations, collegiality, and collaboration in school professional learning communities. *Social Psychology of Education*, 18(2), 337-354.

Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning*. ASCD.

