Teacher Collaborative Routines - *Reflective Practice*

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Teachers offer each other informal feedback on their instruction.

PRACTICE 11

INDICATOR AREA: Feedback Protocols

PREPARATION

GETTING AWARE	A pilot group of teachers focus on offering each other informal feedback. Discussions following allow the group to reflect on feedback.
GETTING READY	Teachers identify feedback protocol through collective development.

PROGRESS INDICATORS

GETTING STARTED	Teacher-to-teacher feedback is occurring without the use of protocols. Teachers learn from teachers in a non-evaluative way.
GETTING BETTER	Teacher-to-teacher feedback is occurring with the use of building-level protocols. Teachers learn from teachers in a non-evaluative way, talking about their craft and developing and/or modifying lessons.
KEEP IMPROVING	Teacher-to-teacher feedback is occurring with the use of building-level protocols established through collective development. Teachers learn from teachers in a non-evaluative way, honing their craft, and improving lessons that result in an increase in student achievement. The feedback protocol is 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.

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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.

Shah, M. (2012). The importance and benefits of teacher collegiality in schools - a literature review. *Procedia - Social and Behavioral Sciences, (46),* 1242-1246.

INDICATOR AREA - Training Around Observation Practices

PREPARATION

GETTING AWARE	A pilot group of teachers engage in professional learning. This group is asked to observe each others' classroom and document feedback.
GETTING READY	The district provides professional learning for teachers to effectively provide peer feedback.

PROGRESS INDICATORS

GETTING STARTED	Training has been provided for teacher-to-teacher observations.
GETTING BETTER	Training has been provided for teacher-to-teacher observations and for providing teacher-to-teacher feedback.
KEEP IMPROVING	Training has been provided for teacher observations and for teacher-to-teacher feedback. The feedback process is monitored through ongoing evaluation and continued professional learning is provided according to identified needs using the district-established process.

RESEARCH REFERENCES FOR THIS INDICATOR:

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective teacher professional development.* Learning Policy Institute.

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Musanti, S. I., & Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly, 37(1),* 73-89.

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