MI Systems Support

Teacher Collaborative Routines - *Reflective Practice*

Teachers engage in action research using a collaborative inquiry model around problems of practice.

PRACTICE 13

INDICATOR AREA: Research - Practice Relationship

PREPARATION	*GETTING AWARE*	Ask teachers if they have engaged in action research and if so to describe their experience. Determine if this is a common practice across the district.
	GETTING READY	The district provides professional learning around how to conduct action research to engage in collaborative inquiry around problems of practice.
PROGRESS INDICATORS	*GETTING STARTED*	Teachers are willing to continuously learn by seeking ideas, support, and help from one another. Teachers routinely explore problems, issues, or differences of practice together in order to improve or transform what they are doing.
	GETTING BETTER	Teachers collaborate to identify common challenges, analyze relevant data, and suggest and test instructional approaches through action research that leads to improvement in student achievement. Teachers reflect on the relationship between their classroom practices and student performance.
	KEEP IMPROVING	Teachers collaborate to identify common challenges, analyze relevant data, and suggest and test instructional approaches through action research that leads to sustained and systemic improvement in student achievement focused on genuine and deep interest in students' learning and whole child development. Teachers reflect on the relationship between their classroom practices and student performance.

RESEARCH REFERENCES FOR THIS INDICATOR:

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Hargreaves, A. & O'Connor, M.T. (2018). *Collaborative professionalism: When teaching together means learning for all.* Corwin.

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

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INDICATOR AREA - Protocols for Collaborative Inquiry

PREPARATION	*GETTING AWARE*	Ask teachers what collaborative inquiry protocol they have used in order to engage in action research. Determine if there is a common protocol across the district.
	GETTING READY	The district provides protocol for collaborative inquiry along with professional learning on how to utilize protocol.
PROGRESS INDICATORS	*GETTING STARTED*	Protocols for collaborative inquiry have been established by the district.
	GETTING BETTER	Protocols for collaborative inquiry have been established through collective development, include an expectation for action research, and are being adhered to by participants.
	KEEP IMPROVING	Protocols for collaborative inquiry have been established through collective development, include an expectation for action research, are being adhered to by participants, and are being monitored and revised on a regular basis using the district-established process.

RESEARCH REFERENCES FOR THIS INDICATOR:

Donohoo, J. (2017). *Collective efficacy: how educators' beliefs impact student learning*. Corwin.

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Kelly, J., & Cherkowski, S. (2015). Collaboration, collegiality, and collective reflection: A case study of professional development for teachers. *Canadian Journal of Educational Administration and Policy, (169).*

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