# APPENDIX O.

Collaboration/Late Start Summary

**Team/Group Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Group Members in Attendance** | |
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

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| --- |
| **Summary of Today’s Discussion:** |
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| **Today our Discussion Focused on (see reverse for additional descriptors for the focus areas below):** |
| What do we want students to learn?  How will we know if they have learned it?  What will we do to help students when they have not learned this material?  What will we do to extend the learning for those students who already have learned the material? |
| **Next Steps/Things We Need?** |
|  |
| **Implementation Responsibilities:** |
|  |
| **Next Meeting Date/Location?** |
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| **Next Meeting Agenda Items:** |
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Collaboration Work:

This is the ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Collaborative teams work interdependently and in groups to create/review team norms, and to achieve goals for which members are mutually accountable, focusing on student learning and teacher practice.

Collaboration Related Activities

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| --- |
| **What do we want students to learn?**   * Identifying essential learnings (power standards) * Curriculum alignment to standards * Aligning team goals to Schoolwide plan * Analyzing data to write SMART goals * Common syllabus development * Planning/reviewing pacing guide * Collaborative unit/lesson planning |
| **How will we know if they have learned it?**   * Creating common assessment? (summative and formative) * Sharing data from common assessments * Collaboratively analyzing data * Collaborative analyzing actual student work * Reflection and monitoring of progress towards SMART goals * Collaboratively scoring of student work * Creating, revising rubrics and assessment scales |
| **What will we do to help students when they have not learned the material?**   * Intervention analysis and planning * Sharing strategies related to common assessment results (what worked/did not work based on results) * Collaborative planning based on results of common assessments * Action research and inquiry learning (what have others tried; what are the results?) * Sharing best instructional practices * Book reads or other research |
| **What will we do to extend the learning for those students who already have learned the material?**   * Collaboratively planning of extension activities and groupings * Action research (research what others have tried, plan it, try it, evaluate effectiveness) * Sharing best instructional practices * Plan instruction differentiation |

The focus of Collaboration Time is NOT:

* A staff, IEP, or child study team meeting
* Additional daily prep time
* Planning time for field trips, events, etc.
* Time to assign tasks (copying, organizing, etc.) unrelated to collaboration

Collaboration Time IS to focus on student learning

and teacher practice