



Collaboration

The rising educator strategically and successfully seeks out, synthesizes, and incorporates relevant ideas from other educators into his/her own instructional practice.

Key Method

Plan and deliver instruction that is informed by proactive efforts to gain effective ideas and new or challenging perspectives from colleagues and experts.

Method Components

Why is Collaboration Essential for Educators?

Collaboration is a cross-cutting theme of Educators Rising Standards. Successful teaching is a team sport, even if there is often only one teacher in a given classroom at a time. Successful collaboration requires strategy and skill.

Rising educators understand that building relationships through collaboration with students, peers, experts, leaders, families, and stakeholders is essential. It helps teachers strengthen their practice, enhance learning environments, and invigorate the profession. Thoughtfully aligned efforts between educators and stakeholders benefit students. Collaboration requires patience, hard work, and humility, but it is essential for any teacher who promotes student learning first and foremost.

As educators responsible for students' learning and growth, it is very common for colleagues to plan collaboratively before ultimately delivering instruction on their own. Collaborative planning offers opportunities for peers, colleagues, and experts to refine ideas so they are as targeted, relevant, and research-supported as possible.

This means frequently engaging with other educators in critical conversations virtually and in person about teaching practices.

Suggested Activities

The featured lesson or learning experience in the micro-credential submission should be planned at least one or two days in advance of its implementation. You should deliver the lesson or learning experience in an authentic learning setting.

The planning process for this lesson or learning experience must reflect significant, meaningful collaboration. This collaborative process should include:

- At least one conversation during planning with a peer or group of peers
- At least one conversation during planning with an expert or educator mentor
- At least one online interaction during planning with a professional network



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Essentially, you will learn from and pick the brains of other smart, engaged educators to help you develop a quality lesson plan, which you will then deliver. The collaborative process is meant to strengthen your teaching practice and benefit your students.

Engaging effectively in collaborative tasks requires certain agreements and commitments among the parties involved. These agreements and commitments include:

- Mutual agreement and engagement toward a common goal, which in this case involves crafting instruction that will support student success and growth
- Creation of a positive environment of trust that encourages discussion and reciprocity
- Maintenance of open lines of communication that encourage specific, candid feedback
- Intentional listening and appropriate responsiveness to feedback given

Some suggested strategies for successful collaboration in a group include the following:

- Provide respectful, constructive feedback.
- Be specific when offering suggestions or praise.
- Use credible, research-backed resources whenever possible to guide discussions.
- Stay focused on the topic or task at hand.
- Use appropriate speaking and listening skills.
- Ask for help when necessary, including revisiting aspects of the discussion if there is confusion.
- Value all suggestions.

You are strongly encouraged to write first drafts of your Collaboration Narrative and Reflection Essay within a day of delivering the lesson. Capturing fresh memories and insights is important, and it mirrors how skilled educators have to move quickly to reflect on teaching experiences and immediately move forward.

Educators Rising Standards Alignment

This micro-credential is aligned to the following Educators Rising Standards:

- I. Understanding the Profession
- II. Learning About Students
- IV. Engaging in Responsive Planning
- V. Implementing Instruction
- VI. Using Assessments and Data
- VII. Engaging in Reflective Practice

Supporting Research

- Educators Rising. (2016). Educators rising standards. Washington, DC. Retrieved from, <https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>
- Musanti, S., and Pence, L. (2010). Collaboration and teacher development: Unpacking resistance, constructing knowledge, and navigating identities. *Teacher Education Quarterly*, 37(1), 73-89. Retrieved from, <http://files.eric.ed.gov/fulltext/EJ872650.pdf>
- Rigelman, N. M., and Ruben, B. (2012). Creating foundations for collaboration in schools: Utilizing professional learning communities to support teacher candidate learning and visions of teaching. *Teaching and Teacher Education*, 28(7), 979-989. Retrieved from, <http://bit.ly/2h7sSEV>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17-40. Retrieved from, <http://www.sciencedirect.com/science/article/pii/S1747938X1500024X>



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- Voogt, J., Laferrier, T., Breuleux, A., Ito, R., Hickey, D., & McKenney, S. (2015). Collaborative design as a form of professional development. *Instructional science*, 43(2), 259-282. Retrieved from, <http://link.springer.com/article/10.1007%2Fs11251-014-9340-7>

Resources

- Critical Issues in School Reform, Annenberg Learner
<http://www.learner.org/resources/series109.html>
 - Video 4: "Innovations in Professional Collaboration: Making Teaching Public." This video shows teacher collaboration through peer observations to aid in instructional improvements.
 - Video 5: "Innovations in Professional Collaboration: A Community of Learners." This video shows teacher collaboration throughout the learning community.
- Collaborative Tools
<http://cooltoolsforschools.wikispaces.com/Collaborative+Tools>
This site includes links to several digital formats that provide avenues for educator collaboration.
- How Teachers Collaborate Online and in School
<http://www.edutopia.org/stw-differentiated-instruction-budget-resource-collaboration-video>
This video previews a collaborative effort by a group of educators who created a wiki website of online educational activities that align to standards. The site has been created to share ideas from across the country.
- Team Problem Solving: Paving the Path to Success for Every Student
<http://www.edutopia.org/practice/team-problem-solving-paving-path-success-every-student>
This video highlights a school's development of a culture of problem solving through teacher collaborations and student/teacher collaborations.
- What Are Best Practices for Designing Group Projects?
<http://bit.ly/2hiaJa0>
This website includes a guide for best practices when designing group projects. It has a link to a Word document for potential roles for members of the collaboration.
- Sharing Feedback: Strategies to Support Collaborative Conversations
<http://on.nyc.gov/2hhXk1M>
This website provides strategies to provide feedback in a positive manner that will initiate conversations that could lead to improved practice.

Sample Unit and Lesson Plans

- Exemplars of Common Core State Standards Instructional Materials
<http://www.achieve.org/equip/exemplars>
- Sample Literacy Units and Lesson Plans
<http://on.nyc.gov/2h4JhsY>
- Share My Lesson
<https://sharemylesson.com/>

Sample Videos of Skilled Teaching in Action

- National Board videos (access to this resource requires free Educators Rising registration)
<https://www.educatorsrising.org/virtualcampus/getinspired/national-board-videos>



- Teaching & Learning Exploratory, University of Michigan (subscription required)
<https://tle.soe.umich.edu/>
- Teaching Channel
<https://www.teachingchannel.org>
- WeTeachNYC
<https://www.weteachnyc.org/resources/collection/exemplar-practice-video-library/>
- LearnZillion (account required)
<https://learnzillion.com>

Submission Guidelines & Evaluation Criteria

To complete the application for this micro-credential, the rising educator will complete the Educators Rising Collaboration submission form. To earn the micro-credential, the rising educator must earn a score of “Highly Skilled” or “Commendable” on all components of the Part 1, 2, and 3 rubrics. If the rising educator does not earn the micro-credential, he/she is encouraged to reflect on where the submission fell short, address those areas successfully per the rubric, and resubmit. Remember to download the Educators Rising Collaboration submission form for compiling your submission here:

<http://bit.ly/EdRisingCollab>

Part 1. Overview Questions

- **Instructional Context Overview:** Complete the questionnaire provided in the submission form.

	“Highly Skilled”	“Commendable”	“Developing/Emerging”
Comprehensiveness	All the required contextual information is provided, and the descriptions are thorough, highly relevant, and clear.	Much of the required contextual information is provided, and the descriptions are aligned and clear.	A significant portion of the required contextual information is missing, irrelevant, and/or unclear.
Writing: Clarity and Mechanics	Flawless execution	There are one or two unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.	There are three or more unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

Part 2. Artifacts

- Lesson Plan

Submit the fully developed lesson plan that you created. It is recommended that you develop this in a separate document and then paste it into the submission form for this micro-credential.

The lesson plan must include:

- A clear goal and objective
- Alignment to relevant learning standards



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- Essential questions
- A clear progression of strategically selected activities in the lesson that will maximize engagement of all learners
- A plan to assess learners' understanding of the content of the lesson
- A plan to collect relevant data from the lesson to make informed decisions on next steps

	"Highly Skilled"	"Commendable"	"Developing"	"Emerging"
Learning Goals	The lesson objectives and essential questions are powerfully articulated; they demonstrate an opportunity for purposeful, rigorous learning; and they are clearly formulated in response to the learning needs of the students who will be engaged in the lesson. The objectives are well-aligned with targeted learning standards.	The lesson objectives and essential questions are clearly articulated, they reflect an opportunity for targeted learning, and they indicate that the needs of the students have influenced the selection of learning goals. The objectives are clearly linked with appropriate learning standards.	The lesson objectives and essential questions are stated but not well developed, and they suggest an opportunity for only basic levels of learning. There is no explication of how the needs of the students were considered in the selection of the lesson's learning goals. The plan offers only superficial attention to the relevant learning standards.	The lesson objectives are unclear and/or missing, and they indicate that the learning opportunity levels provided to students are unsubstantial and not linked in any way to their learning needs. The plan does not show a connection to the relevant learning standards.
Instructional Activities	The lesson plan seamlessly incorporates a strategic variety of high-leverage instructional and formative assessment practices that are responsive to the students' identified learning needs, which are described in full detail to maximize student engagement and meet the lesson objectives.	The lesson plan incorporates multiple instructional and formative assessment strategies and provides a rationale for the selection of activities that refer to the learning needs of the students and the explicit lesson objectives.	The lesson plan attempts to incorporate several instructional and/or formative assessment strategies, but the rationale lacks clarity, feasibility, or applicability to the needs of the students as learners.	The lesson plan reflects a limited understanding of instructional and assessment methods to support student learning or meet the lesson objectives.
Lesson Organization and Materials	The progression of the lesson and the selection of curricular, assessment, and	The progression of the lesson and the selection of curricular, assessment, and resource materials are	The progression of the lesson and the selection of curricular, assessment, and	The progression of the lesson and the selection of curricular, assessment, and



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resource materials are powerfully designed and articulated to maximize student engagement and meet the lesson objectives.

described in reasonable detail.

resource materials are described in only partial/limited detail, thus making it unclear how each aspect of the lesson will contribute to student learning or achievement of the targeted learning objectives.

resource materials are vague, incomplete, or illogical given the stated lesson objectives.

▪ **Collaborative Narrative** (500-word maximum)

The planning process for this lesson or learning experience must reflect significant, meaningful collaboration. This collaborative process must include:

- At least one conversation during planning with a peer or group of peers
- At least one conversation during planning with an expert or educator mentor
- At least one online interaction during planning with a professional network

In the Collaboration Narrative, concisely describe the collaborative planning you undertook to inform your development of the lesson plan featured in this micro-credential submission.

Be sure to examine the following ideas:

- Your collaborative processes (with whom, in what format, what frequency, etc.) for crafting the lesson plan
- Specific ideas that emerged from your collaborative efforts and how/why those ideas are represented in the final lesson plan

	“Highly Skilled”	“Commendable”	“Developing”	“Emerging”
Description of Collaborative Process	A thorough, compelling description of the collaborative planning process undertaken by the rising educator is provided, strongly detailing how each of the collegial conversations contributed to the evolution and/or improvement of the instructional planning.	A good description of the collaborative planning process undertaken by the rising educator is provided, giving some detail as to how the collegial conversations contributed to the instructional planning.	Some description of the collaborative planning process undertaken by rising educator is provided, giving only a limited view into how the collegial conversations contributed to the instructional planning.	A very limited description of the collaborative planning process undertaken by the rising educator is provided, and an incomplete account of whom the rising educator collaborated with and how these interactions influenced the instructional planning is given.
Application to	A clear, powerful	A good explication is	A partial	A confusing and/or



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Lesson Planning	articulation is given of how the range of ideas that emerged from the series of collaborative interactions were incorporated into the rising educator's lesson planning.	given of how some of the ideas that emerged from the series of collaborative interactions were incorporated into the rising educator's lesson planning.	explanation is given of how the ideas that emerged from the series of collaborative interactions were incorporated into the rising educator's lesson planning.	incomplete explanation is given of how the ideas that emerged from the series of collaborative interactions were incorporated into the rising educator's lesson planning.
Writing: Clarity and Mechanics	Flawless execution	There are one or two unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.	There are three or four unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.	There are more than four unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

Part 3: Reflection

Compose a reflective essay using the following guiding questions (500-word maximum; use the provided submission form).

- In what specific ways did the collaborative planning process you undertook improve your instruction? In what specific ways did it not?
- If you could go back and redo your collaborative planning process for this lesson, what would you do differently and why? What would you keep the same and why?
- Going forward, how do you specifically intend to use collaboration in your professional practice?

	"Highly Skilled"	"Commendable"	"Developing"	"Emerging"
Depth of Analysis	The rising educator demonstrates substantive insight to reflect deeply and candidly on the benefits and challenges of the collaborative planning process in terms of the effect on student learning, identifies what he/she would do differently and the same if he/she could go back and redo the collaborative planning approach for this lesson, and states why.	The rising educator exhibits authentic reflection on his/her experience(s) with the collaborative planning process and touches briefly on what worked well and what could be improved through this process.	The rising educator reflects on several aspects of his/her experience(s) with the collaborative planning process, but the range and depth of the analysis is limited and uneven.	The rising educator demonstrates only vague or generic insights into his/her experience(s) with the collaborative planning process.
Identification	The rising educator	The rising educator	The rising educator	The rising



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**of
Appropriate
Next Steps**

demonstrates substantive insight into how he/she foresees utilizing collaborative planning to assist in developing and executing impactful instruction.

demonstrates thoughtful planning for how he/she hopes to use collaboration in future professional practices.

provides very basic or generic next steps regarding collaboration.

educator's next steps are not clearly articulated or are not connected to the role of collaboration in instructional planning.

**Writing:
Clarity and
Mechanics**

Flawless execution

There are one or two unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

There are three or four unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

There are more than four unclear moments or errors in mechanics, usage, spelling, punctuation, or grammar.

